SEGUIN
Independent School District

Texas Academic Performance Report (TAPR) 2022-2023

Public Hearing: February 27, 2024

2022 – 2023

Administrators

Matthew Gutierrez..Superintendent

Mark Cantú……………..………………………….…....Chief Innovation Officer/
Deputy Superintendent

Anthony Hillberg……………………………...…………………...Chief Financial Officer

Nikki Bittings....…………..……….…….………………..…..Chief Student Services Officer

Cynthia Moreno……………………………………….…Chief Human Resources Officer

Steve Gonzalez…………………………………....……….......Chief Technology Officer

Sean Hoffmann………………………………………..…..Chief Communications Officer

Andrea Jaramillo……………………………...Deputy Chief of Innovation and Learning

Seguin Independent School District

District Improvement Plan

2022-2023 Formative Review

Board Approval Date: October 25, 2022
Public Presentation Date: October 25, 2022

Mission Statement
To cultivate, inspire and empower students to grow and learn.

Vision
Exceptional students to exceptional citizens

Core Beliefs

Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.

The learning experience should be engaging, relevant and collaborative to meet the needs of all.

Parent, community and industry partners are essential for student success

Teachers foster student curiosity and initiative through meaningful and relevant learning experiences.

Relationships that nurture student growth and development are key to success.

Table of Contents

Goals

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 54% by August 2025.

Performance Objective 1: By the end of the 2022-23 school year, the percentage of students achieving Meets Grade Level or above on the Reading STAAR in grades 3-10 will improve from 39% to 44%.

TEA Priorities:
Build a foundation of reading and math

Evaluation Data Sources: STAAR, local assessment data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Educators will provide academic intervention in math and reading at each district elementary/secondary campus.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will move one performance level on summative assessments and show continuous growth and achievement on formative assessments. **Staff Responsible for Monitoring:** Director of School Leadership Principal Assistant Principal(s) Associate Principal Academic Dean Leads Classroom Teachers **Problem Statements:** Student Learning 3 **Funding Sources:** Dual Language Interventionists & Aides FTEs - 211 Title I - 211.11.00.XXX.3.24.000.61x9 - $326,000, Math/Reading Interventionists (Elem) - ESSER III - $511,000	30%	50%	100%	→
Strategy 2 Details	Reviews			
Strategy 2: ACE Coordinators will collaboratively work with campus admin team and Teachers to provide ACE students academic interventions that align to the school day curriculum.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: ACE Director	15%	20%		→

Strategy 3 Details	Reviews			
Strategy 3: Conduct Child Find activities for timely identification and intervention of students with Dyslexia; implement parent and community engagement activities to increase dyslexia awareness.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of students who are identified with dyslexia and receive appropriate interventions. **Staff Responsible for Monitoring:** Director of Special Education	20%	30%	70%	100%

Strategy 4 Details	Reviews			
Strategy 4: Use Seesaw and Google Classroom learning management systems to support a blended learning model.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Promote personalized learning by creating a digital environment for interacting and collaborating with peers, experts, or other sources. **Staff Responsible for Monitoring:** Chief Technology Officer Digital Learning Coordinator	35%	50%	90%	→

Strategy 5 Details	Reviews			
Strategy 5: Utilize ClassLink as our SSO (single sign-on) solution.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase usage of digital tools and resources by consolidating student log-in to one single sign-on. **Staff Responsible for Monitoring:** Chief Technology Officer Digital Learning Coordinator	70%	80%	100%	100%

Strategy 6 Details	Reviews			
Strategy 6: Increase student engagement through our 1:1 initiative	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will use technology devices provided to them to improve their reading skills. **Staff Responsible for Monitoring:** Chief Technology Officer Digital Learning Coordinator	60%	70%	100%	100%

Strategy 7 Details	Reviews			
Strategy 7: Provide instruction that is engaging, relevant, and collaborative to meet the needs of all by using the Rigor/Relevance Framework to support rigor, relevance, and learning engagement	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Instruction will be rigorous and relevant. **Staff Responsible for Monitoring:** Deputy Chief of Innovation & Learning	35%	55%	75%	→

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

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 54% by August 2025.

Performance Objective 2: By the end of the 2022-23 school year, the percentage of students who perform on grade level in ISIP Reading K-2 will improve from 45% to 50%.
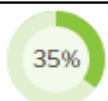
TEA Priorities:
Build a foundation of reading and math

Evaluation Data Sources: ISIP

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details			Reviews			
Strategy 1: Use Common Formative Assessment and Unit Assessment data to develop a targeted learning and intervention plan in PLCs.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase of reading data based on targeted interventions. **Staff Responsible for Monitoring:** Deputy Chief of Innovation & Learning			**Nov**	**Jan**	**Mar**	**June**
			40%	65%	100%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 35% to 49% by August 2025.

Performance Objective 1: By the end of the 2022-2023 school year, the percentage of students achieving Meets Grade Level or above on the Math STAAR in grades 3-9 will improve from 27% to 32%.

TEA Priorities:
Build a foundation of reading and math

Evaluation Data Sources: STAAR summative data, local assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	**Reviews**			
Strategy 1: Educators will provide academic intervention in math and reading at each district elementary/secondary campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will move one performance level on summative assessments and show continuous growth and achievement on formative assessments. **Staff Responsible for Monitoring:** Director of School Leadership Principal Assistant Principal(s) Associate Principal Academic Dean Leads Classroom Teachers **Problem Statements:** Student Learning 3	**Nov** 50%	**Jan** 50%	**Mar** 100%	**June** →

Strategy 2 Details	**Reviews**			
Strategy 2: Use Seesaw and Google Classroom learning management systems to support a blended learning model.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote personalized learning by creating a digital environment for interacting and collaborating with peers, experts, or other sources. **Staff Responsible for Monitoring:** Chief Technology Officer Digital Learning Coordinator	**Nov** 35%	**Jan** 50%	**Mar** 90%	**June** →

Strategy 3 Details	**Reviews**			
Strategy 3: Utilize ClassLink as our SSO (single sign-on) solution.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase usage of digital tools and resources by consolidating student log-in to one single sign-on. **Staff Responsible for Monitoring:** Chief Technology Officer Digital Learning Coordinator	**Nov** 70%	**Jan** 80%	**Mar** 100%	**June** 100%

Strategy 4 Details	**Reviews**			
Strategy 4: Increase student engagement through our 1:1 initiative.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will use technology devices provided to them to improve their math skills. **Staff Responsible for Monitoring:** Chief Technology Officer Digital Learning Coordinator	**Nov** 60%	**Jan** 70%	**Mar** 100%	**June** 100%

Strategy 5 Details		Reviews			
Strategy 5: Provide instruction that is engaging, relevant, and collaborative to meet the needs of all by using the Rigor/ Relevance Framework to support rigor, relevance, and learning engagement		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will provide engaging instruction. **Staff Responsible for Monitoring:** Deputy Chief of Innovation & Learning		35%	55%	75%	→

Strategy 6 Details		Reviews			
Strategy 6: Use Common Formative Assessment and Unit Assessment data to develop a targeted learning and intervention plan in PLCs.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will engage in PLCs that will in turn provide targeted instruction. **Staff Responsible for Monitoring:** Deputy Chief of Innovation & Learning		40%	65%	100%	100%

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

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 35% to 49% by August 2025.

Performance Objective 2: By the end of the 2022-2023 school year, the percentage of students who perform on grade level on the math screener K-2 will increase from 20% to 50%.

TEA Priorities:
Build a foundation of reading and math

Evaluation Data Sources: Imagine Math
Kinder Readiness assessment (PreK)

Summative Evaluation: Exceeded Objective

Strategy 1 Details		Reviews			
Strategy 1: Ball Early Childhood center will utilize kinder readiness assessments to support math instruction at the PreK level.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
		50%			

Strategy 2 Details	Reviews			
Strategy 2: Elementary campuses will implement new math HQIM, Eureka Math & Zearn online platform, with fidelity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in math performance.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Deputy Chief of Innovation & Learning Director of School Leadership	40%	65%	100%	100%

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

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Performance Objective 1: By the end of the 2022-2023 school year, the percentage of students who meets TSI/SAT/ACT criteria in ELAR and Math will improve from 28% to 33%.

TEA Priorities:
Connect high school to career and college

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Increase number of students participating in school-day PSAT and SAT testing opportunities in the fall and spring with the use of marketing, awareness, and ongoing recruitment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase access to college-readiness assessments for all students. **Staff Responsible for Monitoring:** Director of CCMR, CCMR Coordinator, SHS Testing Coordinator, and AVID Teachers **Problem Statements:** Perceptions 8	20%	40%	65%	→

Strategy 2 Details	Reviews			
Strategy 2: Provide test-prep for PSAT, SAT, and TSIA during the school day throughout the year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The outcome of this strategy will be an increase in students meeting PSAT, SAT, and TSIA CCMR standards. It is also anticipated that more students will take advantage of school-day test prep versus after-school or on Saturdays. **Staff Responsible for Monitoring:** Director of CCMR, CCMR Coordinator, Testing Coordinator, and Counselors **Problem Statements:** Perceptions 7	**Nov**	**Jan**	**Mar**	**June**
	30%	55%	80%	100%

Strategy 3 Details	Reviews			

Strategy 3: Campuses (Pre-K - 12) will establish and implement a timeline of CCMR activities or opportunities the school year. Each campus will implement 2 CCMR activities or opportunities per semester.
    Strategy's Expected Result/Impact: Students will gain exposure to and understanding of CCMR.
    Staff Responsible for Monitoring: Campus principals and counselors
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	N/A	35%	85%	→

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

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Performance Objective 2: By the end of the 2022-2023 school year, the percent of students who are taking the SAT or ACT will improve from 45% to 56%

TEA Priorities:
Connect high school to career and college

Evaluation Data Sources: SAT, ACT data

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: Develop a marketing plan for CCMR that includes an annual calendar, CCMR manual with overview of CCMR opportunities and benefits, social media, Google Classroom, parent information sessions, campus/district websites, and through collaboration with TRIO programs Talent Search and Upward Bound.
    Strategy's Expected Result/Impact: Students and parents will gain a better understanding of the purpose, importance, and value of these CCMR assessments.
    Staff Responsible for Monitoring: Director of CCMR, CCMR Coordinator, SHS Testing Coordinator, and TRIO staff members
 	
    Problem Statements: Perceptions 8
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	20%	35%	65%	→

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

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Performance Objective 3: By the end of the 2022-2023 school year, the percent of students who earn at least 3 hours of dual credit in ELAR or MATH OR the percent of students who earn at least 9 dual credit course credits in any other subject will improve from 27% to 34%.

TEA Priorities:
Connect high school to career and college

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Increase student and parent awareness of dual credit opportunities through improved marketing (School messenger, Social Media, Campus/District website, and establish a dual credit web page. Encourage all students who meet TSIA standards to enroll in dual credit classes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Number of students who enroll in dual credit courses will increase. **Staff Responsible for Monitoring:** Director of CCMR, CCMR Coordinator, College Pathways Specialist, and Counselors.	40%	60%	85%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Performance Objective 4: By the end of the 2022-2023 school year, the percent of students who earn an industry based certification will improve from 1.5% to 16%.

TEA Priorities:
Connect high school to career and college

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Develop test preparation and examination timelines for Industry-Based Certifications in each program of study.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased focus on instructional design will ensure student preparation prior to the established examination date. **Staff Responsible for Monitoring:** CTE Director	**Nov**	**Jan**	**Mar**	**June**
	25%	50%	80%	100%

Strategy 2 Details			Reviews		
Strategy 2: Increase opportunities for students to practice and show mastery of associated licensure and certification exams in the Career & Technical Education Program necessary for a broad range of career opportunities.			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased opportunities for practice will lead to an increase in the success rate on industry-based certifications. **Staff Responsible for Monitoring:** CTE Director			40%	65%	85%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: By the end of the 2022-2023 school year, 100% of 8th grade students and families will engage in annual "pathways to an exceptional future" planning.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details			Reviews		
Strategy 1: Implement strategies to facilitate effective transition planning for students including, if applicable through coordination with institutions of higher education, employers, and other local partners and through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students gaining familiarity with transition opportunities and families beginning to plan for transition goals. **Staff Responsible for Monitoring:** Director of Special Education Director of CCMR Director of Student Services			10%	20%	45%	→
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 2: By the end of the 2022-2023 school year, the Panorama Student Survey SEL Score in grades 3-5 will improve to 55% in emotion regulation, 64% in grit, and 68 % in social awareness.

By the end of the 2022-2023 school year, the Panorama Student Survey SEL Score in grades 6-12 will improve to 51% in emotion regulation, 57% in grit, and 58 % in social awareness.

TEA Priorities:
Improve low-performing schools

Evaluation Data Sources: End of Year Panorama SEL scores.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide Fine Arts enrichment and equitable access for students to participate in master classes and small group lessons that enhance student learning.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student participation in Fine Arts; increase in level of performance; increase in the SEL score on the Panorama survey. **Staff Responsible for Monitoring:** Director of Fine Arts **Problem Statements:** Student Learning 12	30%	70%	80%	100%

Strategy 2 Details	Reviews			
Strategy 2: Provide after school choir and music program on all elementary campuses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student participation in Fine Arts; increase in level of performance; increase in the SEL score on the Panorama survey.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Director of Fine Arts **Problem Statements:** District Processes & Programs 13 **Funding Sources:** Stipends - 289 Title IV - $3,500	25%	80%	90%	100%

Strategy 3 Details	Reviews			
Strategy 3: ACE program will implement enrichment activities that will foster knowledge, skills, and students need to develop healthy identities and create meaningful relationships.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase student engagement After school **Staff Responsible for Monitoring:** ACE Director **Funding Sources:** Summer Enrichment Programs - 211 Title I - $100,000	20%	20%	85%	→

Strategy 4 Details	Reviews			
Strategy 4: Utilize Panorama, an MTSS platform, to collect and hold data to support the Whole Child.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Measure and track progress across the dimensions of academic, behavior, attendance, Social and Emotional Learning (SEL) and school climate. **Staff Responsible for Monitoring:** Director of Student Services **Problem Statements:** District Processes & Programs 2, 5, 10 - Perceptions 3 **Funding Sources:** Panorama License - 289 Title IV - 289.31.00.935.3.24.000.6399 - $25,000	**Nov**	**Jan**	**Mar**	**June**
	100%	75%	90%	→

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

Goal 4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 3: By the end of the 2022-2023 school year, the SELweb Assessment Report in grades K-3 will improve to 68% in Social Perspective-Taking, 75% in Social Problem-Solving, and 73% in Self Control.

By the end of the 2022-2023 school year, the SELweb Assessment Report in grades 4-5 will improve to 65% in Understanding Others, 68% in Social Problem-Solving, and 67 % in Self Control.

Evaluation Data Sources: SELweb annual report

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue to expand the LiiNK Project throughout all elementary campuses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved campus climate as observed and measured with SELweb assessment. **Staff Responsible for Monitoring:** Director of Whole Child Initiatives **Problem Statements:** District Processes & Programs 2, 10, 12, 13 - Perceptions 3	**Nov**	**Jan**	**Mar**	**June**
	85%	90%	95%	100%

Strategy 2 Details	Reviews			
Strategy 2: Support utilization and fidelity with Positive Action Pk-5 and Character Strong 6-8.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved campus climate as observed and measured with SELweb assessment. **Staff Responsible for Monitoring:** Student Services Coordinator	**Nov**	**Jan**	**Mar**	**June**
Problem Statements: District Processes & Programs 2, 10, 12 - Perceptions 3, 6	75%	80%	85%	→

Strategy 3 Details	Reviews			
Strategy 3: PreK sudents at Ball will implement Sensory Areas and sensory paths outdoors to support brain connections that enable students to complete tasks and react with what is going on around them.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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

Goal 4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 4: By the end of the 2022-2023 school year, Seguin ISD will increase attendance from 92.65% to 93.0%.

    Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and services to address individual needs of students identified as Foster Care, Homeless, Migrant, and Military-Connected students including transportation, school supplies, emergency clothing, hygiene items, community assistance referrals, and other services.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To increase identification of Foster Care, Homeless, Migrant, and Military-Connected students, improve attendance, and ensure needed supports are provided for these student groups. **Staff Responsible for Monitoring:** Highly Mobile Populations Specialist **Results Driven Accountability** **Problem Statements:** Student Learning 17 **Funding Sources:** Instructional Support, CCMR, emergency clothing, parental involvement - 206 - TEHCY (Homeless) - $27,280, Resources for homeless - ARP Homeless I - $54,560, Staffing & emergency resources - ARP Homeless II - $80,006	70%	70%	80%	→
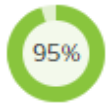
Strategy 2 Details	Reviews			
Strategy 2: Expand after school club activities at the high school level that address well-rounded educational opportunities and whole child initiatives.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved relationships between staff and students. **Staff Responsible for Monitoring:** Director of Whole Child Initiatives **Problem Statements:** Demographics 3 - Student Learning 4, 5, 10 **Funding Sources:** Stipends, supplies - 289 Title IV - $10,000	10%	95%	100%	→

Strategy 3 Details	Reviews			
Strategy 3: Monitor attendance and academic performance of identified Homeless, Foster Care, Migrant, and Military-Connected students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve attendance, grades, promotion rates, graduation rates, and state assessment performance for students identified as Homeless, Migrant, Foster Care, and Military-Connected students. **Staff Responsible for Monitoring:** Highly Mobile Populations Specialist **Results Driven Accountability**	75%	75%	85%	→

Strategy 4 Details	Reviews			
Strategy 4: Utilize the Truancy and Dropout Prevention software program to actively monitor campus and district level truancy and attendance interventions.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve attendance, promotion rates, and graduation rates. Decrease district drop-out rate. Continue the Missing Matadors Matter initiative to educate and engage parents and the community in student attendance. Provide support to secondary campuses to facilitate attendance interventions with Student Case Managers. **Staff Responsible for Monitoring:** Chief Student Services Officer	80%	80%	85%	→

Strategy 5 Details	Reviews			
Strategy 5: Provide cultural arts opportunities for students K-12, including Ballet Folklorico.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in participation in fine arts; increase in motivation to attend school; increase in student diversity in fine arts. **Staff Responsible for Monitoring:** Director of Fine Arts	20%	70%	90%	100%

Strategy 6 Details	Reviews			
Strategy 6: Provide Mental Health Supports to students at all SISD schools to encourage anti-bias, bully prevention, conflict resolution, suicide prevention, and violence prevention.. **Staff Responsible for Monitoring:** Director of Student Services	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	75%	75%	85%	→

Strategy 7 Details	Reviews			
Strategy 7: Provide mental health services to students through Communities in Schools Site Coordinators at the high school, middle schools, and prioritized elementary campuses. **Staff Responsible for Monitoring:** Director of Student Services **Funding Sources:** Contracted Services - 289 Title IV - 289.31.00.935.3.24.000.6299 - $25,000	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	80%	80%	90%	→

Strategy 8 Details	Reviews			
Strategy 8: Continue the Matador Challenge district-wide to encourage anti-bias, bully prevention, conflict resolution, suicide prevention, and violence prevention.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	15%	50%	70%	→

Strategy 9 Details	Reviews			
Strategy 9: Provide cleaning & hygiene supplies for campuses in order to control the spread of COVID-19. **Strategy's Expected Result/Impact:** Decrease COVID related absences **Staff Responsible for Monitoring:** Chief Student Services Officer	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	N/A	55%	70%	→

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

Goal 4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 5: By the end of the 2022-2023 school year, Seguin ISD will decrease out of class placements (ISS/Suspension/DAEP) by 10%.

   Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide transition services and summer enrichment opportunities for at risk youth who are detained at the Juvenile Detention Center. **Strategy's Expected Result/Impact:** Reduction in recidivism. **Staff Responsible for Monitoring:** Director of Federal Programs **Problem Statements:** Student Learning 6 **Funding Sources:** Transition Facilitator - 288 Title I D - $50,000	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	45%	55%	→

Strategy 2 Details	Reviews			
Strategy 2: Enhance Adventure School programming for 6th grade students, as a transition support for students entering the middle school community. **Strategy's Expected Result/Impact:** Improve relationships between students and staff in an effort to increase effective and proactive support as students transition to the middle school. **Staff Responsible for Monitoring:** Director of Whole Child Initiatives **Problem Statements:** Student Learning 4, 5, 10, 11 - District Processes & Programs 2, 13 - Perceptions 3 **Funding Sources:** Adventure School Supplies - 289 Title IV - 289.11.00.910.3.24.000.6399 - $600	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	95%	100%	100%	→

Strategy 3 Details	Reviews			
Strategy 3: Enhance transition programming for identified students entering into 9th grade. **Strategy's Expected Result/Impact:** Develop and improve targeted supports to students in need of additional support in the transition to high school. **Staff Responsible for Monitoring:** Director of Student Services **Funding Sources:** Transition School Supplies - 289 Title IV - 289.11.00.910.3.24.000.6399 - $15,000	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	75%	75%	80%	→

Strategy 4 Details	Reviews			
Strategy 4: Provide a comprehensive system of PBIS at all campuses to encompass behavioral needs at all levels, from Tier 1 supports through special education behavioral programs. **Staff Responsible for Monitoring:** Director of Special Education Director of Student Services **Results Driven Accountability**	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	40%	50%	70%	→

Strategy 5 Details	Reviews			
Strategy 5: Implement Restorative Practices district wide. All campuses will have a teacher/staff member who serves as a Restorative Practices Leader.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: To increase the use of non-punitive discipline practices and decrease the use of ISS and OSS.
    Staff Responsible for Monitoring: Director of Student Services
 	
    Problem Statements: District Processes & Programs 2, 5, 10 - Perceptions 3
    Funding Sources: Restorative Leader Stipends - 288 Title I D - $2,500
	80%	80%	90%	→

Strategy 6 Details	Reviews			
Strategy 6: Implement Positive Behavior Interventions and Supports (PBIS) district wide.	**Formative**			**Summative**
Staff Responsible for Monitoring: Director of Student Services.	**Nov**	**Jan**	**Mar**	**June**
	50%	60%	70%	→

Strategy 7 Details	Reviews			
Strategy 7: Implement proactive measures to address substance use, such as increased education and monitoring of known usage areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease substance use and vaping-related occurrences. **Staff Responsible for Monitoring:** Chief of Student Services. Director of Student Services.	20%	40%	80%	→

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

Goal 4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 6: Ensure safety and security in an innovative environment that supports teaching and learning.

    High Priority

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement Common Sense Education digital citizenship curriculum in grades K-8, including parent education events.	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Technology Officer Digital Learning Coordinator	20%	20%	45%	→

Strategy 2 Details	Reviews			
Strategy 2: Monitor digital safety of student online activity through Gaggle. Gaggle is an app that alerts campus administrators of possible student situations, including but not limited to self-harm, harm to others, or harmful family situations.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student safety; decrease in traumatic situations. **Staff Responsible for Monitoring:** Chief Technology Officer **Funding Sources:** Gaggle Contracted Services - 289 Title IV - 289.52.00.937.3.24.000.6299	30%	45%	90%	→

Strategy 3 Details	Reviews			
Strategy 3: Promote school safety by updating the Emergency Operations Plan, coordinating with local agencies, Safety and Security Committee meetings regularly three times per year, and holding monthly Safe and Supportive Schools Program meetings.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Provide annual staff training on dating violence, child abuse, ALICE active shooter protocols, Standard Response Protocols, Stop the Bleed, and district-wide student training on ALICE active shooter protocols in addition to practice drills. **Staff Responsible for Monitoring:** Chief Student Services Officer	30%	60%	70%	→

Strategy 4 Details	Reviews			
Strategy 4: In collaboration with SHAC, implement dating violence and sex trafficking awareness and prevention education with all stakeholders.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: To increase awareness and education **Staff Responsible for Monitoring:** Director of Student Services Director of Whole Child Initiatives **Problem Statements:** District Processes & Programs 10 - Perceptions 9	5%	20%	50%	→

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

Goal 5: Seguin ISD will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: By Spring of 2023, Campus staff surveys will show an above average organizational health index score for all Seguin ISD campuses.

TEA Priorities:
Recruit, support, retain teachers and principals

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide professional learning to all teachers of English learners on the components, purpose and instructional implications of TELPAS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers and administrators will have an increased understanding of the connection between TELPAS domains and Tier 1 instruction. **Staff Responsible for Monitoring:** Multilingual Coordinator **Results Driven Accountability** **Problem Statements:** Student Learning 7	10%	60%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Organization Health will be reviewed annually to gauge staff satisfaction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Gauge staff satisfaction and adjust existing staff supports based on campus needs. **Staff Responsible for Monitoring:** Chief Human Resources Officer, Deputy Chief of Human Resources	N/A	50%	70%	100%

Strategy 3 Details	Reviews			
Strategy 3: Provide professional learning opportunities including classroom materials and educational resources for middle and high school drama teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in teacher satisfaction. **Staff Responsible for Monitoring:** Director of Fine Arts **Problem Statements:** Demographics 6 - Perceptions 1 **Funding Sources:** Professional Development - 289 Title IV - $500	N/A	20%	25%	→

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

Goal 5: Seguin ISD will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).
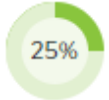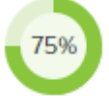
Performance Objective 2: By the end of the 2022-2023 school year, teacher turnover will decrease by 10% across the district.

TEA Priorities:
Recruit, support, retain teachers and principals

Evaluation Data Sources: Human Resources retention reports.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide training and ESL certification test reimbursement for teachers who do not currently serve ESL students in their classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: An increase in the pool of ESL-certified teachers who provide Tier 1 instruction. **Staff Responsible for Monitoring:** Multilingual Coordinator **Results Driven Accountability** **Problem Statements:** Student Learning 3, 7 **Funding Sources:** Certification test reimbursement - 263 Title III A - $3,500	N/A	25%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Provide support to 0-2 year new hires through an assigned campus mentor, district meetings/pull-outs, and coaching from the New Teacher Support Specialist	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: An increase in the pool of veteran teachers who are trained mentors. Retention of teachers new to the profession. **Staff Responsible for Monitoring:** New Teacher Support Specialist Deputy Chief of Human Resources **Problem Statements:** District Processes & Programs 6 **Funding Sources:** Substitutes for Mentor Program - 255 Title II - 255.11.00.xxx.3.24.000.6112 - $35,000, Specialist - 255 Title II - 255.13.00.xxx.3.24.000.6119 - $65,000	30%	50%	75%	→

Strategy 3 Details		Reviews			
Strategy 3: Provide professional learning opportunities for district staff throughout the school year and summer.		**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in content knowledge and best instructional practices that will allow teachers to provide Tier 1 instruction. **Staff Responsible for Monitoring:** Deputy Chief of Human Resources Director of Special Education Director of School Leadership **Problem Statements:** District Processes & Programs 3, 6 - Perceptions 4		**Nov** 20%	**Jan** 45%	**Mar** 70%	**June** →
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					
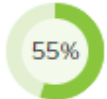
Goal 5: Seguin ISD will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 3: Seguin ISD will maintain a competitive edge with salaries and compensation packets in relation to similarly sized districts in our surrounding area.

TEA Priorities:
Recruit, support, retain teachers and principals

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Seguin ISD teacher salary scale will be reviewed annually to ensure competitiveness with neighboring districts.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher satisfaction with compensation and overall teacher culture **Staff Responsible for Monitoring:** Chief Human Resources Officer		**Nov** 30%	**Jan** 55%	**Mar** 90%	**June** →
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 6: Seguin ISD will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: By Spring 2023, SISD will increase the number of parents who are involved in parent groups on campuses from 11% to 25% as

measured by the Panorama survey.

Evaluation Data Sources: Panorama survey data

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide training to parents of English Learners to support their students' linguistic skills at home.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in parental involvement. **Staff Responsible for Monitoring:** Multilingual Coordinator **Results Driven Accountability** **Problem Statements:** Perceptions 2 **Funding Sources:** - 263 Title III A - 263.61.00.883.3.25.000.6499 - $500	**Nov** 45%	**Jan** 50%	**Mar** 100%	**June** 100%

Strategy 2 Details	Reviews			
Strategy 2: Provide district-level coordination to campuses on parent & family engagement activities, including but not limited to participation in Parenting Partners, and attendance at the Statewide Parent Involvement Conference.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in awareness of value and contribution of parents on all campuses. **Staff Responsible for Monitoring:** Director of Federal Programs **Problem Statements:** Demographics 2 **Funding Sources:** - 211 Title I Parental Involvement - $8,000	**Nov** 60%	**Jan** 75%	**Mar** 90%	**June** →

Strategy 3 Details	Reviews			
Strategy 3: Maintain a partnership with TPWD to offer Texas Outdoor Family (TOF) camping experiences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase opportunities for parents and family to interact will school district staff. Build positive relationships with families. **Staff Responsible for Monitoring:** Director of Whole Child Initiatives **Problem Statements:** Demographics 2 - Student Learning 10	**Nov** 60%	**Jan** 60%	**Mar** 65%	**June** →

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

Goal 6: Seguin ISD will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: By 2023, SISD will improve the district's image as measured by Net Promoter score in Vision Week survey data.

Evaluation Data Sources: Vision Week survey data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: By June 2023, Seguin ISD will offer a minimum of five nonacademic community engagement opportunities for all district stakeholders. 　　**Strategy's Expected Result/Impact:** Improve the district image, as measured by the Net Promoter Score 　　**Staff Responsible for Monitoring:** Director of Student Services 　　**Problem Statements:** Demographics 2	**Formative**			**Summative**
	Nov	Jan	Mar	June
	30%	60%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Provide administrative supports to district/campus staff, parents/families/community, and participating Private Non-Profit (PNP) schools. 　　**Strategy's Expected Result/Impact:** Funds spent on allowable expenses; funds spent in a timely manner; PNP and parent involvement requirements met. 　　**Staff Responsible for Monitoring:** Director of Federal Programs 　　**Funding Sources:** SSA Agreement with ESC 20 - 211 Title I - $22,000, Professional Development - 255 Title II - $12,000, - 289 Title IV - $5,000	**Formative**			**Summative**
	Nov	Jan	Mar	June
	30%	40%	70%	→

Strategy 3 Details	Reviews			
Strategy 3: Provide administration support for all ESSA programs, including homeless and parent involvement 　　**Strategy's Expected Result/Impact:** Improvement in basic programs 　　**Staff Responsible for Monitoring:** Director of Federal Programs 　　**Funding Sources:** FTE, contracted services - 211 Title I - $78,000	**Formative**			**Summative**
	Nov	Jan	Mar	June
	30%	55%	80%	→

Strategy 4 Details	Reviews			
Strategy 4: Collaborate with community organizations including the Mid-Texas Symphony, TLU Community Music Academy, Texas Lutheran University, Seguin Art League, Guadalupe County Fair Association, and the City of Seguin Main Street program to maximize partnership opportunities. 　　**Strategy's Expected Result/Impact:** Increase in positive school-community relationships. 　　**Staff Responsible for Monitoring:** Director of Fine Arts	**Formative**			**Summative**
	Nov	Jan	Mar	June
	30%	70%	85%	100%

Strategy 5 Details	Reviews			

Strategy 5: By Summer 2023 ACE will offer four Family Events at each campus to help families connect and establish a sense of belonging to Seguin ISD.
    Strategy's Expected Result/Impact: Increase family engagement
    Staff Responsible for Monitoring: ACE Director
ACE Family Engagement Coordinator
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	20%	45%		→

Strategy 6 Details	Reviews			

Strategy 6: Showcase student, staff, campus and districts through ever-evolving social media outlets.
    Strategy's Expected Result/Impact: Establish Seguin ISD as a Destination District.
    Staff Responsible for Monitoring: Chief Communications
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	N/A	70%	85%	100%

Strategy 7 Details	Reviews			

Strategy 7: Nurture relationships with local and regional media to market the district's student-centered programs and initiatives.
    Strategy's Expected Result/Impact: Maximize the district's image within the community, region and state.
    Staff Responsible for Monitoring: Chief Communications Officer
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	25%	70%	85%	100%

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

Goal 6: Seguin ISD will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 3: By Spring 2023, SISD will increase the percentage of parents by 10% who indicate that school communication for involvement opportunities is favorable as measured by the Panorama survey.

    Evaluation Data Sources: Panorama survey data

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews		
Strategy 1: Weekly, promote at least one campus based parent event on district social media.		**Formative**			**Summative**

Strategy 1 Details	Reviews			
Strategy 1: Weekly, promote at least one campus based parent event on district social media.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental involvement in their child's campus through improved communication. **Staff Responsible for Monitoring:** Chief Communications Officer **Problem Statements:** Demographics 2	**Nov** 25%	**Jan** 70%	**Mar** 85%	**June** 100%

Strategy 2 Details	Reviews			
Strategy 2: Monthly, provide campus administrators with ideas for family- and parent-friendly engagement activities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental involvement in their child's campus through improved communication. **Staff Responsible for Monitoring:** Chief Communications Officer **Problem Statements:** Demographics 2	**Nov** 20%	**Jan** 70%	**Mar** 85%	**June** 100%

Strategy 3 Details	Reviews			
Strategy 3: Provide monthly meeting opportunities for campus communications liaisons for training and to discuss best practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental involvement in their child's campus through improved communication. **Staff Responsible for Monitoring:** Chief Communications Officer **Problem Statements:** Demographics 2	**Nov** N/A	**Jan** 70%	**Mar** 85%	**June** 100%

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

Goal 7: 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

Performance Objective 1: By 2023, SISD will not have any "D or F" rated schools.

TEA Priorities:
Improve low-performing schools

Evaluation Data Sources: Accountability data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide supplemental curricula, instructional materials, software and assessment procedures for Emergent Bilingual students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved language proficiency scores as well as STAAR scores, specifically in Reading. **Staff Responsible for Monitoring:** Multilingual Coordinator **Results Driven Accountability** **Problem Statements:** Student Learning 7 **Funding Sources:** ESL and DL aides - 263 Title III A - 211.11.DR.XXX.3.25.000.6129 - $68,000, Estrellita, Summit K12, iLit (Savaas) - 263 Title III A - 211.11.00.885.3.25.000.6399 - $19,000	**Nov** 15%	**Jan** 70%	**Mar** 100%	**June** 100%

Strategy 2 Details	Reviews			
Strategy 2: Identify students who are at-risk for academic failure and/or dropping out of school or who are economically disadvantaged, and provide them with supplemental instruction/support and timely interventions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Gap between at-risk and non-at-risk student performance and drop-outs reduced. Gap between economically disadvantaged and non-economically student performance and drop-outs reduced. **Staff Responsible for Monitoring:** Director of State and Federal Accountability	**Nov** 60%	**Jan** 75%	**Mar** 85%	**June** →

Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental professional development to teachers, administrators, instructional paraprofessionals, parents/families focused on students with diverse learning needs, including students with disabilities, language learning needs, economically disadvantaged, and at risk.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student performance by enhancing teacher performance and student understanding. **Staff Responsible for Monitoring:** Director of Special Education Director of School Leadership Director of Federal Programs **Results Driven Accountability**	**Nov** 10%	**Jan** 20%	**Mar** 40%	**June** →

Strategy 4 Details	Reviews			

Strategy 4: Provide targeted and effective instructional strategies and supports to students with diverse learning needs, including students in special education, dyslexia programs, and multilingual programs.
 	
    Strategy's Expected Result/Impact: Increased student performance for targeted student groups.
    Staff Responsible for Monitoring: Director of Special Education
    Multilingual Coordinator
 	
    Results Driven Accountability
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	60%	65%	80%	100%

Strategy 5 Details	Reviews			

Strategy 5: Identify SPED students and provide them with supplemental instruction/support and timely interventions.
    Strategy's Expected Result/Impact: Improvement in student performance.
    Staff Responsible for Monitoring: Director of Special Education
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	15%	25%	35%	→

Strategy 6 Details	Reviews			

Strategy 6: Educators will provide academic intervention in math and reading on each district elementary/secondary campus.
    Strategy's Expected Result/Impact: Students will move one performance level on summative assessments and show continuous growth and achievement on formative assessments.
    Staff Responsible for Monitoring: Director of School Leadership
    Principal
    Assistant Principal(s)
    Associate Principal
    Academic Dean
    Leads
    Classroom Teachers
 	
    Problem Statements: Student Learning 3
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%	100%	100%	→

Strategy 7 Details	Reviews			
Strategy 7: District and campus leaders will continue in leadership development programs to support highly effective campus leaders.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Both district and campus leaders will align their strategic actions and collective efforts to: prioritize campus instructional and whole child growth and achievement employ real-time coaching develop a pipeline of talent promote and engage in common actions and language involving HQIM and its implementation **Staff Responsible for Monitoring:** Director of School Leadership Principals Associate Principals Assistant Principals Academic Deans District Coordinators **Problem Statements:** Student Learning 3	35%	55%	80%	→

Strategy 8 Details	Reviews			
Strategy 8: Provide instructional support to teachers for continuous improvement in the digital learning environment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased capacity in the use of instructional technology. **Staff Responsible for Monitoring:** Chief Technology Officer Digital Learning Coordinator	45%	65%	80%	→

Strategy 9 Details	Reviews			
Strategy 9: Create professional learning experiences that will yield innovative and engaging classroom experiences by continuing to implement and monitor Professional Learning Communities at all campuses through the use of a district handbook and district guided job-embedded professional development.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase instructional capacity of all teachers who participate in a PLC. **Staff Responsible for Monitoring:** Deputy Chief of Innovation & Learning	35%	70%	100%	100%

Strategy 10 Details	Reviews			
Strategy 10: Provide instruction that is engaging, relevant, and collaborative to meet the needs of all by developing district expectations for providing timely, meaningful, and action-driven feedback to teachers that focuses on teacher growth and development .	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teachers instructional capacity in providing engaging lessons. **Staff Responsible for Monitoring:** Deputy Chief of Innovation & Learning	35%	65%	80%	100%

Strategy 11 Details	Reviews			
Strategy 11: The LLI department will improve communication and outline expectations by producing district-level handbooks on RtI/MTSS (Academics & Behavior), Assessment, Grading, & Reporting, PLC/Rigor & Relevance, and SEL Implementation. Handbooks will be vetted by campus administrators and teachers. Training will be provided to campus leadership teams during Leadership Summit. **Strategy's Expected Result/Impact:** Improved communication **Staff Responsible for Monitoring:** Deputy Chief of Innovation & Learning	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	65%	80%	100%	100%

Strategy 12 Details	Reviews			
Strategy 12: Implement COVID Learning Recovery Plan utilizing ESSER II and ESSER III funds	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease Learning Loss as evidenced on increase in student performance on STAAR. **Staff Responsible for Monitoring:** Deputy Superintendent; Director of Federal Programs **Results Driven Accountability** **Problem Statements:** Student Learning 1 **Funding Sources:** - ESSER II - $1,984,000, - ESSER III - $5,611,000	**Nov**	**Jan**	**Mar**	**June**
	25%	55%	85%	→

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: SEGUIN ISD

District Number: 094901

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	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	74%	**67%**	70%	63%	75%	*	*	-	67%	42%	73%	66%	69%	65%	61%
	2022	76%	74%	**68%**	93%	63%	77%	-	-	-	90%	43%	86%	66%	75%	63%	56%
At Meets Grade Level or Above	2023	50%	47%	**40%**	10%	37%	53%	*	*	-	33%	21%	18%	39%	43%	35%	27%
	2022	51%	49%	**40%**	67%	33%	55%	-	-	-	70%	20%	43%	38%	50%	34%	25%
At Masters Grade Level	2023	20%	17%	**11%**	10%	9%	15%	*	*	-	0%	4%	0%	12%	8%	7%	10%
	2022	30%	28%	**25%**	40%	20%	37%	-	-	-	30%	5%	43%	22%	35%	18%	15%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	70%	**70%**	40%	68%	76%	*	*	-	89%	45%	73%	68%	77%	67%	67%
	2022	71%	68%	**64%**	73%	59%	77%	-	-	-	80%	35%	86%	62%	75%	58%	52%
At Meets Grade Level or Above	2023	45%	41%	**37%**	20%	33%	51%	*	*	-	22%	22%	36%	36%	39%	34%	23%
	2022	43%	39%	**36%**	53%	30%	51%	-	-	-	40%	14%	43%	34%	45%	32%	25%
At Masters Grade Level	2023	19%	16%	**11%**	10%	9%	20%	*	*	-	0%	4%	0%	12%	10%	9%	7%
	2022	21%	18%	**16%**	13%	13%	26%	-	-	-	10%	5%	43%	15%	20%	13%	10%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	76%	**69%**	100%	64%	78%	-	*	-	89%	40%	75%	67%	75%	64%	61%
	2022	77%	75%	**71%**	43%	70%	77%	*	*	*	78%	34%	57%	70%	72%	66%	65%
At Meets Grade Level or Above	2023	48%	46%	**36%**	47%	31%	48%	-	*	-	33%	12%	63%	34%	40%	30%	27%
	2022	54%	52%	**47%**	26%	43%	61%	*	*	*	44%	14%	57%	45%	52%	39%	36%
At Masters Grade Level	2023	22%	20%	**13%**	16%	11%	19%	-	*	-	22%	3%	25%	13%	15%	11%	10%
	2022	28%	26%	**23%**	4%	20%	34%	*	*	*	33%	4%	29%	22%	28%	17%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	66%	**64%**	63%	59%	74%	-	*	-	100%	30%	100%	62%	68%	58%	61%
	2022	70%	66%	**67%**	39%	66%	77%	*	*	*	78%	43%	71%	68%	65%	64%	68%
At Meets Grade Level or Above	2023	48%	43%	**39%**	53%	32%	53%	-	*	-	56%	18%	75%	37%	43%	34%	31%
	2022	43%	38%	**39%**	17%	35%	53%	*	*	*	67%	14%	43%	38%	42%	34%	31%
At Masters Grade Level	2023	22%	18%	**16%**	16%	13%	25%	-	*	-	11%	2%	25%	16%	14%	13%	13%
	2022	23%	20%	**15%**	4%	11%	30%	*	*	*	22%	4%	29%	15%	17%	11%	6%
Grade 5 Reading																	

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	80%	**76%**	50%	77%	80%	*	*	*	55%	40%	75%	76%	74%	73%	80%
	2022	81%	79%	**75%**	76%	72%	84%	*	-	-	*	40%	83%	73%	82%	72%	71%
At Meets Grade Level or Above	2023	57%	55%	**50%**	11%	48%	60%	*	*	*	55%	17%	63%	49%	55%	47%	44%
	2022	58%	55%	**46%**	48%	41%	60%	*	-	-	*	21%	33%	44%	54%	43%	43%
At Masters Grade Level	2023	28%	27%	**22%**	6%	18%	36%	*	*	*	36%	2%	25%	22%	25%	20%	19%
	2022	36%	34%	**26%**	33%	20%	43%	*	-	-	*	10%	17%	26%	26%	20%	23%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	79%	**71%**	28%	71%	75%	*	*	*	82%	48%	88%	71%	70%	68%	81%
	2022	77%	74%	**70%**	57%	69%	78%	*	-	-	*	42%	83%	68%	79%	67%	75%
At Meets Grade Level or Above	2023	51%	49%	**39%**	11%	34%	54%	*	*	*	64%	21%	50%	40%	36%	35%	42%
	2022	48%	45%	**41%**	33%	38%	55%	*	-	-	*	21%	33%	39%	52%	36%	36%
At Masters Grade Level	2023	21%	20%	**14%**	11%	9%	27%	*	*	*	18%	7%	25%	14%	14%	12%	12%
	2022	25%	22%	**16%**	10%	13%	25%	*	-	-	*	5%	0%	16%	17%	12%	19%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	63%	**63%**	39%	60%	75%	*	*	*	91%	37%	88%	62%	69%	59%	57%
	2022	66%	63%	**64%**	67%	57%	82%	*	-	-	*	35%	67%	61%	74%	59%	59%
At Meets Grade Level or Above	2023	36%	34%	**33%**	11%	28%	53%	*	*	*	55%	20%	63%	32%	37%	29%	24%
	2022	38%	35%	**33%**	43%	25%	57%	*	-	-	*	21%	50%	31%	43%	28%	28%
At Masters Grade Level	2023	16%	14%	**16%**	11%	11%	33%	*	*	*	9%	7%	50%	16%	18%	14%	14%
	2022	18%	16%	**13%**	10%	10%	25%	*	-	-	*	11%	17%	12%	20%	10%	12%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	75%	**71%**	74%	67%	81%	*	-	-	80%	38%	73%	69%	77%	69%	61%
	2022	70%	69%	**53%**	50%	49%	67%	*	*	-	*	26%	*	53%	51%	49%	34%
At Meets Grade Level or Above	2023	52%	50%	**39%**	30%	32%	57%	*	-	-	80%	20%	18%	37%	42%	36%	30%
	2022	43%	42%	**26%**	15%	22%	40%	*	-	-	*	14%	*	26%	28%	20%	9%
At Masters Grade Level	2023	22%	20%	**13%**	4%	10%	22%	*	-	-	0%	11%	9%	13%	12%	11%	12%
	2022	23%	22%	**13%**	5%	10%	24%	*	*	-	*	5%	*	14%	11%	9%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	74%	**61%**	65%	55%	79%	*	-	-	60%	35%	73%	62%	59%	60%	55%
	2022	73%	70%	**55%**	40%	49%	77%	*	*	-	*	29%	*	55%	55%	48%	39%

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	36%	**23%**	4%	19%	36%	*	-	-	60%	18%	27%	22%	25%	21%	20%
	2022	39%	35%	**16%**	15%	12%	31%	*	*	-	*	12%	*	16%	18%	11%	3%
At Masters Grade Level	2023	16%	13%	**6%**	4%	4%	10%	*	-	-	0%	8%	9%	6%	5%	5%	4%
	2022	16%	13%	**5%**	0%	3%	10%	*	-	-	*	5%	*	5%	5%	3%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	77%	**64%**	67%	60%	74%	*	*	*	*	34%	*	64%	63%	63%	45%
	2022	80%	79%	**69%**	69%	67%	82%	-	*	-	67%	41%	75%	70%	67%	64%	51%
At Meets Grade Level or Above	2023	55%	51%	**36%**	22%	32%	54%	*	*	*	*	20%	*	36%	38%	33%	20%
	2022	56%	54%	**40%**	31%	37%	56%	-	*	-	33%	27%	67%	40%	42%	35%	21%
At Masters Grade Level	2023	27%	24%	**15%**	6%	12%	28%	*	*	*	*	9%	*	14%	20%	12%	9%
	2022	37%	35%	**21%**	19%	19%	32%	-	*	-	17%	8%	33%	20%	26%	16%	7%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	61%	**41%**	47%	37%	53%	*	-	-	*	29%	*	41%	40%	41%	25%
	2022	61%	56%	**30%**	21%	29%	36%	-	*	-	*	28%	33%	29%	30%	28%	19%
At Meets Grade Level or Above	2023	37%	34%	**12%**	12%	10%	20%	*	-	-	*	12%	*	10%	20%	11%	8%
	2022	31%	27%	**10%**	7%	9%	17%	-	*	-	*	23%	22%	10%	10%	9%	2%
At Masters Grade Level	2023	11%	9%	**2%**	0%	2%	3%	*	-	-	*	8%	*	2%	3%	2%	2%
	2022	13%	11%	**2%**	0%	2%	4%	-	*	-	*	4%	11%	3%	1%	2%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	82%	**80%**	76%	79%	88%	-	*	-	50%	49%	100%	80%	81%	78%	62%
	2022	83%	82%	**69%**	71%	66%	78%	*	*	*	50%	39%	71%	68%	70%	65%	54%
At Meets Grade Level or Above	2023	58%	55%	**50%**	47%	47%	60%	-	*	-	33%	29%	57%	50%	48%	46%	24%
	2022	58%	56%	**39%**	38%	36%	50%	*	*	*	50%	17%	14%	40%	36%	35%	20%
At Masters Grade Level	2023	28%	25%	**18%**	6%	16%	28%	-	*	-	17%	14%	14%	17%	20%	15%	6%
	2022	37%	36%	**21%**	25%	19%	27%	*	*	*	25%	7%	0%	22%	18%	19%	4%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	73%	**57%**	36%	54%	72%	-	*	*	*	44%	50%	57%	60%	54%	48%
	2022	71%	67%	**50%**	42%	45%	67%	*	-	*	75%	27%	56%	46%	63%	45%	35%
At Meets Grade Level or Above	2023	46%	41%	**26%**	21%	21%	41%	-	*	*	*	29%	33%	25%	28%	20%	8%
	2022	40%	33%	**17%**	5%	14%	30%	*	-	*	50%	17%	11%	16%	22%	13%	6%

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At Masters Grade Level	2023	17%	14%	**9%**	7%	6%	19%	-	*	*	*	16%	0%	9%	8%	7%	0%
	2022	14%	10%	**3%**	0%	3%	6%	*	-	*	0%	3%	0%	4%	3%	2%	2%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	73%	**68%**	53%	64%	83%	-	*	-	67%	49%	100%	66%	75%	65%	48%
	2022	74%	72%	**56%**	67%	48%	77%	*	*	*	75%	29%	57%	55%	61%	50%	32%
At Meets Grade Level or Above	2023	47%	46%	**41%**	35%	37%	56%	-	*	-	50%	32%	50%	42%	37%	38%	18%
	2022	45%	43%	**25%**	21%	20%	41%	*	*	*	50%	16%	14%	25%	27%	20%	9%
At Masters Grade Level	2023	17%	17%	**13%**	6%	10%	22%	-	*	-	17%	8%	33%	12%	14%	9%	5%
	2022	24%	21%	**11%**	8%	10%	15%	*	*	*	25%	7%	0%	11%	10%	8%	2%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	61%	**52%**	59%	47%	69%	-	*	-	33%	33%	83%	53%	51%	49%	32%
	2022	61%	59%	**44%**	42%	38%	66%	*	*	*	50%	22%	57%	43%	50%	37%	20%
At Meets Grade Level or Above	2023	33%	32%	**23%**	18%	18%	41%	-	*	-	17%	24%	67%	22%	25%	20%	8%
	2022	31%	29%	**16%**	17%	13%	25%	*	*	*	25%	13%	0%	15%	21%	12%	5%
At Masters Grade Level	2023	16%	15%	**10%**	6%	8%	18%	-	*	-	17%	9%	17%	11%	8%	7%	5%
	2022	18%	16%	**7%**	8%	5%	12%	*	*	*	13%	5%	0%	7%	8%	5%	4%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	71%	**58%**	61%	53%	71%	*	*	*	62%	21%	33%	57%	59%	55%	36%
	2022	65%	65%	**53%**	54%	50%	68%	*	*	-	29%	16%	30%	53%	55%	49%	27%
At Meets Grade Level or Above	2023	52%	50%	**34%**	31%	29%	53%	*	*	*	46%	9%	13%	33%	40%	31%	18%
	2022	47%	47%	**35%**	27%	29%	57%	*	*	-	29%	10%	0%	34%	37%	29%	7%
At Masters Grade Level	2023	13%	11%	**5%**	3%	4%	10%	*	*	*	15%	1%	0%	5%	6%	4%	1%
	2022	11%	10%	**5%**	3%	3%	13%	*	*	-	14%	2%	0%	5%	7%	3%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	74%	**63%**	68%	58%	79%	*	*	-	55%	26%	44%	63%	63%	60%	37%
	2022	72%	72%	**61%**	64%	55%	78%	*	-	-	46%	24%	75%	61%	61%	54%	23%
At Meets Grade Level or Above	2023	54%	53%	**38%**	39%	33%	60%	*	*	-	36%	11%	22%	40%	34%	34%	13%
	2022	55%	55%	**41%**	39%	35%	62%	*	-	-	23%	14%	38%	39%	51%	34%	13%

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At Masters Grade Level	2023	9%	8%	**3%**	0%	2%	8%	*	*	-	0%	3%	0%	3%	3%	2%	0%
	2022	9%	8%	**4%**	0%	3%	6%	*	-	-	0%	7%	0%	4%	4%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	77%	**68%**	56%	65%	77%	*	*	*	100%	48%	70%	68%	67%	65%	61%
	2022	76%	75%	**63%**	59%	61%	70%	-	*	-	71%	33%	60%	61%	68%	57%	54%
At Meets Grade Level or Above	2023	43%	39%	**27%**	22%	24%	40%	*	*	*	22%	13%	20%	27%	28%	22%	18%
	2022	43%	39%	**26%**	19%	23%	38%	-	*	-	29%	12%	20%	25%	29%	23%	16%
At Masters Grade Level	2023	23%	19%	**12%**	0%	10%	23%	*	*	*	22%	4%	10%	12%	14%	10%	6%
	2022	27%	23%	**10%**	5%	7%	22%	-	*	-	29%	2%	0%	9%	14%	7%	5%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	**80%**	73%	77%	92%	*	*	*	89%	53%	55%	80%	81%	78%	61%
	2022	83%	84%	**75%**	71%	73%	85%	*	*	-	43%	48%	75%	75%	73%	72%	57%
At Meets Grade Level or Above	2023	56%	56%	**42%**	37%	35%	68%	*	*	*	33%	17%	36%	41%	45%	38%	19%
	2022	55%	55%	**41%**	26%	36%	64%	*	*	-	29%	14%	25%	43%	36%	34%	20%
At Masters Grade Level	2023	21%	21%	**13%**	13%	10%	20%	*	*	*	11%	3%	0%	12%	13%	10%	4%
	2022	21%	22%	**12%**	3%	9%	25%	*	*	-	14%	2%	0%	12%	13%	8%	3%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	**90%**	89%	87%	96%	*	-	-	90%	68%	100%	90%	87%	88%	74%
	2022	89%	89%	**86%**	74%	85%	91%	-	*	*	83%	55%	*	88%	79%	85%	61%
At Meets Grade Level or Above	2023	70%	70%	**57%**	43%	51%	78%	*	-	-	50%	27%	83%	59%	52%	52%	20%
	2022	68%	68%	**58%**	48%	52%	77%	-	*	*	50%	24%	*	57%	61%	52%	18%
At Masters Grade Level	2023	38%	39%	**26%**	21%	22%	38%	*	-	-	10%	8%	50%	26%	24%	21%	2%
	2022	42%	42%	**29%**	22%	23%	50%	-	*	*	17%	7%	*	28%	36%	21%	2%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	81%	**93%**	-	94%	90%	-	-	-	*	-	-	93%	83%	94%	*
	2022	92%	87%	**97%**	*	93%	100%	-	*	-	*	-	-	98%	83%	96%	*
At Meets Grade Level or Above	2023	61%	50%	**51%**	-	37%	67%	-	-	-	*	-	-	56%	0%	40%	*
	2022	64%	55%	**48%**	*	37%	57%	-	*	-	*	-	-	50%	33%	41%	*

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At Masters Grade Level	2023	12%	6%	**3%**	-	0%	7%	-	-	-	*	-	-	3%	0%	0%	*
	2022	13%	7%	**3%**	*	3%	3%	-	*	-	*	-	-	3%	0%	4%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	75%	**67%**	63%	64%	78%	93%	73%	92%	74%	40%	72%	67%	69%	64%	56%
	2022	74%	72%	**63%**	59%	59%	76%	71%	52%	57%	64%	34%	64%	62%	66%	58%	49%
At Meets Grade Level or Above	2023	49%	47%	**37%**	28%	32%	53%	50%	50%	69%	44%	19%	39%	36%	38%	33%	23%
	2022	48%	45%	**34%**	29%	29%	50%	43%	48%	43%	41%	16%	30%	33%	38%	29%	20%
At Masters Grade Level	2023	20%	18%	**12%**	7%	10%	21%	7%	33%	0%	13%	6%	13%	12%	12%	10%	7%
	2022	23%	21%	**14%**	9%	11%	23%	7%	29%	0%	16%	5%	12%	13%	15%	10%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	76%	**67%**	70%	64%	78%	100%	77%	100%	63%	35%	63%	67%	69%	65%	55%
	2022	75%	74%	**64%**	63%	60%	76%	83%	43%	*	59%	31%	65%	63%	65%	59%	48%
At Meets Grade Level or Above	2023	53%	51%	**40%**	31%	35%	56%	83%	54%	80%	44%	16%	32%	39%	42%	36%	25%
	2022	53%	51%	**39%**	35%	34%	55%	83%	43%	*	42%	17%	35%	38%	43%	33%	22%
At Masters Grade Level	2023	20%	18%	**12%**	5%	9%	20%	0%	31%	0%	16%	5%	8%	11%	12%	10%	8%
	2022	25%	24%	**16%**	13%	13%	26%	17%	14%	*	19%	6%	17%	15%	18%	12%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	72%	**63%**	50%	60%	75%	80%	56%	*	83%	41%	77%	63%	64%	61%	59%
	2022	72%	69%	**59%**	50%	55%	72%	*	63%	*	69%	33%	63%	57%	64%	54%	51%
At Meets Grade Level or Above	2023	45%	41%	**30%**	20%	25%	45%	20%	44%	*	45%	19%	38%	29%	32%	26%	23%
	2022	42%	38%	**27%**	22%	23%	41%	*	50%	*	40%	16%	27%	26%	32%	23%	19%
At Masters Grade Level	2023	19%	16%	**10%**	6%	8%	19%	0%	33%	*	11%	7%	11%	10%	10%	9%	7%
	2022	20%	17%	**10%**	5%	7%	18%	*	38%	*	13%	4%	12%	9%	12%	7%	7%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	76%	**72%**	58%	68%	84%	*	100%	*	85%	47%	76%	70%	76%	68%	56%
	2022	76%	74%	**66%**	68%	61%	82%	*	*	*	63%	39%	67%	65%	70%	61%	51%
At Meets Grade Level or Above	2023	47%	46%	**39%**	29%	33%	59%	*	57%	*	46%	22%	48%	39%	40%	35%	20%
	2022	47%	45%	**34%**	29%	28%	54%	*	*	*	42%	16%	29%	34%	35%	28%	20%

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At Masters Grade Level	2023	18%	18%	**14%**	11%	10%	25%	*	43%	*	12%	5%	24%	13%	15%	11%	8%
	2022	21%	20%	**12%**	7%	10%	22%	*	*	*	16%	6%	5%	12%	14%	9%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	78%	**71%**	78%	67%	84%	*	*	-	69%	51%	92%	72%	70%	68%	50%
	2022	75%	75%	**67%**	57%	63%	79%	*	*	*	64%	36%	63%	67%	64%	61%	38%
At Meets Grade Level or Above	2023	52%	51%	**40%**	33%	34%	61%	*	*	-	38%	25%	75%	40%	39%	36%	13%
	2022	50%	50%	**38%**	32%	33%	53%	*	*	*	36%	18%	13%	38%	41%	32%	11%
At Masters Grade Level	2023	27%	27%	**18%**	16%	15%	29%	*	*	-	13%	8%	33%	19%	17%	14%	3%
	2022	30%	30%	**19%**	15%	15%	33%	*	*	*	14%	6%	0%	18%	22%	13%	3%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	33%	**29%**	10%	25%	44%	*	*	-	22%	19%	9%	28%	31%	25%	18%
	2022	36%	32%	**28%**	40%	23%	41%	-	-	-	30%	11%	43%	27%	34%	24%	17%
Reading and Mathematics Including EOC	2023	37%	33%	**29%**	10%	25%	44%	*	*	-	22%	19%	9%	28%	31%	25%	18%
	2022	36%	32%	**28%**	40%	23%	41%	-	-	-	30%	11%	43%	27%	34%	24%	17%
Reading Including EOC	2023	50%	47%	**40%**	10%	37%	53%	*	*	-	33%	21%	18%	39%	43%	35%	27%
	2022	51%	49%	**40%**	67%	33%	55%	-	-	-	70%	20%	43%	38%	50%	34%	25%
Math Including EOC	2023	45%	41%	**37%**	20%	33%	51%	*	*	-	22%	22%	36%	36%	39%	34%	23%
	2022	43%	39%	**36%**	53%	30%	51%	-	-	-	40%	14%	43%	34%	45%	32%	25%
4th Graders																	
Reading and Mathematics	2023	38%	35%	**28%**	47%	23%	39%	-	*	-	33%	10%	50%	26%	34%	23%	19%
	2022	36%	33%	**31%**	13%	27%	47%	*	*	*	33%	6%	43%	29%	38%	25%	19%
Reading and Mathematics Including EOC	2023	38%	35%	**28%**	47%	23%	39%	-	*	-	33%	10%	50%	26%	34%	23%	19%
	2022	36%	33%	**31%**	13%	27%	47%	*	*	*	33%	6%	43%	29%	38%	25%	19%
Reading Including EOC	2023	48%	46%	**35%**	47%	31%	48%	-	*	-	33%	12%	63%	34%	40%	30%	27%
	2022	54%	52%	**47%**	26%	43%	61%	*	*	*	44%	14%	57%	45%	52%	39%	36%
Math Including EOC	2023	48%	43%	**39%**	53%	32%	53%	-	*	-	56%	18%	75%	37%	43%	33%	31%
	2022	43%	39%	**39%**	17%	35%	53%	*	*	*	67%	14%	43%	38%	42%	34%	31%
5th Graders																	
Reading and Mathematics	2023	43%	41%	**34%**	11%	30%	48%	*	*	*	45%	11%	50%	34%	31%	30%	32%
	2022	41%	38%	**32%**	24%	28%	46%	*	-	-	*	15%	17%	30%	40%	27%	28%

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	41%	**34%**	11%	30%	48%	*	*	*	45%	11%	50%	34%	31%	30%	32%
	2022	41%	38%	**32%**	24%	28%	46%	*	-	-	*	15%	17%	30%	40%	27%	28%
Reading Including EOC	2023	57%	55%	**50%**	11%	49%	60%	*	*	*	55%	17%	63%	49%	55%	47%	44%
	2022	58%	55%	**46%**	48%	41%	60%	*	-	-	*	21%	33%	44%	54%	43%	43%
Math Including EOC	2023	51%	49%	**39%**	11%	34%	54%	*	*	*	64%	21%	50%	40%	36%	35%	42%
	2022	48%	45%	**41%**	33%	38%	55%	*	-	-	*	21%	33%	39%	52%	36%	36%
6th Graders																	
Reading and Mathematics	2023	35%	32%	**20%**	4%	16%	35%	*	-	-	60%	16%	18%	19%	23%	18%	17%
	2022	31%	28%	**14%**	10%	11%	25%	*	*	-	*	12%	*	14%	14%	10%	3%
Reading and Mathematics Including EOC	2023	35%	32%	**20%**	4%	16%	35%	*	-	-	60%	16%	18%	19%	23%	18%	17%
	2022	31%	28%	**14%**	10%	11%	25%	*	*	-	*	12%	*	14%	14%	10%	3%
Reading Including EOC	2023	52%	50%	**39%**	30%	32%	57%	*	*	-	80%	21%	18%	37%	42%	36%	31%
	2022	43%	42%	**26%**	15%	22%	40%	*	*	-	*	14%	*	26%	28%	20%	9%
Math Including EOC	2023	40%	36%	**23%**	4%	19%	36%	*	-	-	60%	19%	27%	22%	26%	21%	21%
	2022	40%	35%	**16%**	15%	12%	31%	*	*	-	*	12%	*	16%	18%	11%	3%
7th Graders																	
Reading and Mathematics	2023	37%	34%	**18%**	11%	13%	33%	*	*	*	*	12%	*	17%	23%	14%	6%
	2022	32%	28%	**16%**	6%	13%	27%	-	*	-	33%	23%	17%	15%	18%	11%	3%
Reading and Mathematics Including EOC	2023	38%	35%	**18%**	11%	13%	33%	*	*	*	*	12%	*	17%	23%	14%	6%
	2022	33%	29%	**16%**	6%	13%	28%	-	*	-	33%	23%	17%	15%	18%	11%	3%
Reading Including EOC	2023	55%	51%	**36%**	22%	32%	54%	*	*	*	*	19%	*	36%	37%	33%	18%
	2022	56%	54%	**40%**	31%	37%	56%	-	*	-	33%	27%	67%	40%	42%	35%	21%
Math Including EOC	2023	43%	40%	**21%**	17%	15%	38%	*	*	*	*	12%	*	19%	26%	16%	9%
	2022	37%	32%	**17%**	6%	13%	30%	-	*	-	33%	24%	17%	16%	19%	12%	3%
8th Graders																	
Reading and Mathematics	2023	31%	27%	**16%**	15%	15%	21%	-	*	-	*	24%	20%	17%	13%	14%	4%
	2022	27%	23%	**8%**	0%	6%	13%	*	-	*	33%	13%	0%	7%	9%	6%	4%
Reading and Mathematics Including EOC	2023	44%	39%	**30%**	24%	26%	43%	-	*	-	17%	25%	33%	30%	29%	24%	9%
	2022	41%	37%	**21%**	17%	17%	35%	*	*	*	38%	13%	0%	22%	20%	17%	5%
Reading Including EOC	2023	58%	55%	**50%**	47%	47%	60%	-	*	-	33%	29%	57%	50%	48%	46%	24%
	2022	58%	56%	**39%**	38%	36%	50%	*	*	*	50%	17%	14%	40%	36%	35%	20%

	School Year	State	Region 20	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%	46%	**33%**	29%	29%	48%	-	*	-	50%	30%	33%	33%	35%	28%	12%
	2022	48%	43%	**25%**	21%	20%	40%	*	*	*	38%	14%	29%	25%	27%	22%	9%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	34%	**25%**	17%	21%	38%	*	38%	*	36%	15%	26%	24%	27%	21%	17%
	2022	34%	31%	**22%**	15%	18%	35%	*	*	*	32%	14%	22%	21%	27%	18%	13%
Reading and Mathematics Including EOC	2023	39%	36%	**27%**	18%	22%	41%	*	38%	*	36%	15%	28%	26%	29%	23%	18%
	2022	36%	33%	**24%**	18%	19%	37%	*	50%	*	33%	13%	21%	22%	28%	19%	13%
Reading Including EOC	2023	53%	51%	**42%**	30%	38%	55%	*	50%	*	45%	20%	40%	41%	44%	38%	29%
	2022	53%	51%	**40%**	36%	35%	54%	*	50%	*	51%	19%	43%	39%	44%	34%	26%
Math Including EOC	2023	47%	43%	**32%**	22%	27%	47%	*	50%	*	50%	20%	43%	31%	35%	28%	24%
	2022	43%	39%	**29%**	24%	24%	43%	*	50%	*	44%	16%	31%	27%	34%	24%	19%

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

- Indicates there are no students in the group.

	School Year	State	Region20	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%	54%	**47%**	50%	45%	52%	-	-	-	44%	34%	81%	47%	45%	44%	47%
Grade 4 Mathematics	2023	63%	60%	**60%**	64%	58%	63%	-	-	-	78%	49%	94%	60%	61%	57%	66%
Grade 5 ELA/Reading	2023	65%	65%	**64%**	50%	62%	72%	*	*	*	68%	44%	88%	63%	68%	63%	67%
Grade 5 Mathematics	2023	71%	72%	**63%**	42%	61%	67%	*	*	*	91%	59%	94%	62%	66%	61%	71%
Grade 6 ELA/Reading	2023	51%	48%	**43%**	25%	42%	49%	*	-	*	*	37%	32%	43%	45%	42%	40%
Grade 6 Mathematics	2023	54%	52%	**39%**	27%	39%	39%	*	-	-	*	55%	36%	40%	35%	38%	39%
Grade 7 ELA/Reading	2023	71%	68%	**61%**	68%	59%	71%	*	*	*	*	46%	*	60%	67%	59%	48%
Grade 7 Mathematics	2023	56%	57%	**48%**	69%	45%	59%	*	-	-	*	48%	*	47%	55%	49%	29%
Grade 8 ELA/Reading	2023	63%	60%	**66%**	56%	67%	65%	-	*	-	42%	53%	50%	67%	64%	65%	55%
Grade 8 Mathematics	2023	74%	71%	**63%**	50%	62%	66%	-	*	*	*	55%	58%	64%	57%	61%	63%
End of Course English I	2023	57%	54%	**49%**	43%	46%	56%	*	*	*	83%	29%	38%	49%	51%	47%	43%
End of Course English II	2023	74%	74%	**70%**	78%	66%	79%	*	*	-	60%	47%	50%	72%	63%	68%	52%
End of Course Algebra I	2023	76%	76%	**76%**	84%	75%	76%	*	-	*	67%	73%	93%	77%	70%	74%	75%
All Grades Both Subjects	2023	64%	62%	**58%**	54%	57%	63%	83%	81%	81%	66%	48%	62%	58%	58%	56%	54%
All Grades ELA/Reading	2023	63%	61%	**58%**	52%	56%	63%	80%	81%	*	58%	41%	55%	57%	58%	56%	51%
All Grades Mathematics	2023	66%	65%	**59%**	56%	57%	62%	*	80%	*	74%	56%	71%	59%	58%	57%	58%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	33%	**29%**	*	27%	33%	-	-	-	-	20%	*	27%	36%	26%	35%
Grade 4 Mathematics	2023	27%	24%	**26%**	33%	23%	34%	-	-	-	*	8%	*	24%	33%	25%	31%
Grade 5 ELA/Reading	2023	37%	37%	**33%**	18%	35%	36%	-	*	-	*	19%	*	36%	21%	33%	46%
Grade 5 Mathematics	2023	48%	50%	**36%**	9%	38%	38%	-	*	-	*	27%	*	34%	42%	35%	61%
Grade 6 ELA/Reading	2023	26%	25%	**26%**	*	26%	38%	-	-	-	*	16%	-	25%	32%	26%	16%
Grade 6 Mathematics	2023	35%	36%	**23%**	25%	21%	35%	-	-	-	*	18%	*	26%	12%	22%	23%
Grade 7 ELA/Reading	2023	39%	37%	**33%**	56%	30%	42%	-	*	-	*	16%	*	33%	35%	34%	30%
Grade 7 Mathematics	2023	22%	23%	**16%**	33%	16%	5%	-	-	-	*	15%	*	17%	11%	17%	6%
Grade 8 ELA/Reading	2023	39%	36%	**46%**	*	48%	41%	-	*	-	*	22%	*	45%	50%	43%	30%
Grade 8 Mathematics	2023	49%	46%	**35%**	22%	35%	42%	-	*	-	*	22%	*	34%	40%	34%	32%
End of Course English I	2023	26%	26%	**25%**	0%	23%	32%	*	*	-	*	7%	*	27%	17%	23%	17%
End of Course English II	2023	41%	42%	**36%**	63%	35%	38%	-	*	-	-	21%	33%	35%	40%	36%	26%
End of Course Algebra I	2023	58%	58%	**54%**	43%	54%	51%	*	-	*	*	46%	*	55%	46%	51%	46%
All Grades Both Subjects	2023	38%	37%	**33%**	29%	32%	37%	*	38%	*	29%	20%	39%	33%	33%	32%	31%
All Grades ELA/Reading	2023	35%	34%	**33%**	31%	32%	37%	*	60%	-	11%	17%	24%	33%	34%	32%	30%
All Grades Mathematics	2023	40%	40%	**33%**	28%	33%	37%	*	*	*	42%	22%	57%	33%	32%	32%	33%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SEGUIN ISD (094901) - GUADALUPE COUNTY

	School Year	State	Region 20	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%	75%	**67%**	66%	-	-	65%	67%	-	48%	*	47%	-	65%	69%	55%	86%
	2022	74%	72%	**63%**	65%	66%	-	38%	71%	-	36%	50%	36%	-	54%	65%	46%	75%
At Meets Grade Level or Above	2023	49%	47%	**37%**	28%	-	-	26%	31%	-	15%	*	15%	-	35%	39%	21%	50%
	2022	48%	45%	**34%**	30%	31%	-	0%	38%	-	11%	17%	10%	-	27%	36%	18%	37%
At Masters Grade Level	2023	20%	18%	**12%**	10%	-	-	8%	12%	-	4%	*	3%	-	11%	13%	6%	27%
	2022	23%	21%	**14%**	14%	15%	-	0%	13%	-	2%	0%	2%	-	11%	15%	6%	15%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	76%	**67%**	67%	-	-	61%	74%	-	45%	*	44%	-	65%	69%	54%	89%
	2022	75%	74%	**64%**	68%	68%	-	*	75%	-	32%	*	32%	-	54%	66%	45%	83%
At Meets Grade Level or Above	2023	53%	51%	**40%**	31%	-	-	24%	40%	-	17%	*	17%	-	35%	42%	23%	68%
	2022	53%	51%	**39%**	39%	37%	-	*	58%	-	11%	*	11%	-	29%	42%	20%	44%
At Masters Grade Level	2023	20%	18%	**12%**	12%	-	-	8%	17%	-	4%	*	4%	-	11%	12%	7%	39%
	2022	25%	24%	**16%**	19%	19%	-	*	25%	-	2%	*	2%	-	13%	17%	7%	22%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	72%	**63%**	70%	-	-	69%	71%	-	47%	*	47%	-	63%	64%	58%	86%
	2022	72%	69%	**59%**	69%	73%	-	*	67%	-	36%	*	36%	-	56%	60%	49%	67%
At Meets Grade Level or Above	2023	45%	41%	**30%**	30%	-	-	28%	32%	-	12%	*	12%	-	34%	31%	22%	40%
	2022	42%	38%	**27%**	27%	31%	-	*	17%	-	7%	*	7%	-	25%	29%	18%	27%
At Masters Grade Level	2023	19%	16%	**10%**	9%	-	-	8%	10%	-	4%	*	3%	-	10%	11%	6%	17%
	2022	20%	17%	**10%**	13%	17%	-	*	0%	-	2%	*	2%	-	9%	10%	6%	8%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	76%	**72%**	52%	-	-	-	52%	-	55%	-	55%	-	68%	74%	54%	100%
	2022	76%	74%	**66%**	57%	57%	-	-	-	-	44%	-	44%	-	36%	68%	48%	74%
At Meets Grade Level or Above	2023	47%	46%	**39%**	17%	-	-	-	17%	-	18%	-	18%	-	36%	42%	19%	44%
	2022	47%	45%	**34%**	24%	24%	-	-	-	-	15%	-	15%	-	27%	36%	18%	39%
At Masters Grade Level	2023	18%	18%	**14%**	9%	-	-	-	9%	-	4%	-	4%	-	18%	15%	7%	33%
	2022	21%	20%	**12%**	9%	9%	-	-	-	-	3%	-	3%	-	18%	13%	5%	9%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	78%	**71%**	-	-	-	-	-	-	50%	-	50%	-	*	74%	50%	50%
	2022	75%	75%	**67%**	-	-	-	-	-	-	37%	-	37%	-	*	69%	37%	73%
At Meets Grade Level or Above	2023	52%	51%	**40%**	-	-	-	-	-	-	12%	-	12%	-	*	44%	12%	33%
	2022	50%	50%	**38%**	-	-	-	-	-	-	10%	-	10%	-	*	41%	10%	45%
At Masters Grade Level	2023	27%	27%	**18%**	-	-	-	-	-	-	3%	-	3%	-	*	20%	3%	17%
	2022	30%	30%	**19%**	-	-	-	-	-	-	2%	-	2%	-	*	21%	2%	18%
								School Progress - Annual Growth										
All Grades Both Subjects	2023	64%	62%	**58%**	62%	-	-	57%	65%	-	49%	-	49%	-	63%	59%	54%	58%
All Grades ELA/Reading	2023	63%	61%	**58%**	55%	-	-	38%	67%	-	47%	-	47%	-	61%	59%	50%	57%

	School Year	State	Region 20	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%	65%	**59%**	68%	-	-	76%	63%	-	51%	-	51%	-	66%	59%	58%	59%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	37%	**33%**	42%	-	-	35%	46%	-	26%	-	26%	-	31%	33%	31%	67%
All Grades ELA/Reading	2023	35%	34%	**33%**	38%	-	-	19%	49%	-	24%	-	24%	-	39%	34%	29%	*
All Grades Mathematics	2023	40%	40%	**33%**	45%	-	-	46%	44%	-	28%	-	28%	-	24%	33%	32%	*

* 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 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	98%	99%	99%	100%	100%	100%	99%	98%	98%	99%	99%	99%	99%
Included in Accountability	93%	93%	**93%**	89%	93%	94%	82%	77%	100%	92%	94%	89%	97%	81%	95%	89%
Not Included in Accountability: Mobile	4%	5%	**5%**	9%	4%	5%	18%	18%	0%	8%	4%	9%	1%	14%	2%	3%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	1%	0%	0%	5%	0%	0%	0%	0%	0%	3%	1%	7%
Not Tested	1%	1%	**1%**	2%	1%	1%	0%	0%	0%	1%	2%	2%	1%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	0%	2%	2%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	92%	92%	**93%**	89%	93%	95%	86%	81%	100%	93%	94%	90%	97%	82%	95%	86%
Not Included in Accountability: Mobile	4%	5%	**4%**	10%	4%	4%	14%	13%	0%	7%	4%	10%	1%	13%	2%	3%
Not Included in Accountability: Other Exclusions	3%	2%	**2%**	0%	2%	0%	0%	6%	0%	0%	1%	0%	1%	4%	1%	11%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	0%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	0%	2%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	99%	98%	100%	100%	*	98%	99%	98%	99%	99%	99%	99%
Included in Accountability	94%	93%	**93%**	89%	93%	94%	71%	75%	*	91%	95%	89%	97%	82%	96%	92%
Not Included in Accountability: Mobile	5%	5%	**5%**	11%	4%	5%	29%	17%	*	7%	4%	10%	1%	14%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	8%	*	0%	0%	0%	0%	2%	0%	4%
Not Tested	1%	1%	**1%**	1%	1%	2%	0%	0%	*	2%	1%	2%	1%	1%	1%	1%
Absent	1%	1%	**1%**	0%	1%	0%	0%	0%	*	0%	1%	2%	1%	1%	1%	1%
Other	0%	0%	**1%**	1%	1%	1%	0%	0%	*	2%	0%	0%	1%	0%	1%	0%
Science																
Assessment Participant	99%	98%	**98%**	97%	98%	99%	*	100%	*	100%	97%	96%	99%	98%	98%	99%
Included in Accountability	93%	93%	**93%**	92%	93%	92%	*	78%	*	90%	91%	89%	98%	79%	95%	90%
Not Included in Accountability: Mobile	4%	5%	**5%**	6%	5%	6%	*	22%	*	10%	6%	7%	1%	17%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	2%	0%	4%
Not Tested	1%	2%	**2%**	3%	2%	1%	*	0%	*	0%	3%	4%	1%	2%	2%	1%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
SEGUIN ISD (094901) - GUADALUPE COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**2%**	3%	2%	1%	*	0%	*	0%	3%	4%	1%	2%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	**99%**	96%	98%	100%	*	*	-	100%	97%	93%	99%	98%	98%	100%
Included in Accountability	94%	93%	**94%**	88%	94%	96%	*	*	-	89%	93%	86%	98%	81%	95%	89%
Not Included in Accountability: Mobile	4%	4%	**4%**	8%	4%	4%	*	*	-	11%	4%	7%	1%	14%	2%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	3%	1%	7%
Not Tested	1%	2%	**1%**	4%	2%	0%	*	*	-	0%	3%	7%	1%	2%	2%	0%
Absent	1%	2%	**1%**	4%	2%	0%	*	*	-	0%	3%	7%	1%	2%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	93%	**70%**	*	66%	77%	-	-	-	*	-	-	70%	67%	65%	*

2022 STAAR Participation (All Grades)

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
All Tests																
Assessment Participant	99%	98%	**98%**	98%	98%	99%	100%	100%	100%	97%	98%	100%	98%	98%	98%	99%
Included in Accountability	93%	92%	**93%**	95%	93%	95%	100%	100%	100%	87%	94%	83%	97%	82%	95%	91%
Not Included in Accountability: Mobile	5%	5%	**4%**	3%	4%	4%	0%	0%	0%	10%	3%	17%	1%	14%	2%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	2%	**2%**	2%	2%	1%	0%	0%	0%	3%	2%	0%	2%	2%	2%	1%
Absent	1%	1%	**2%**	2%	2%	1%	0%	0%	0%	2%	2%	0%	2%	2%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**98%**	99%	98%	99%	100%	100%	*	96%	98%	100%	98%	98%	98%	100%
Included in Accountability	92%	92%	**93%**	94%	93%	95%	100%	100%	*	87%	93%	82%	97%	81%	95%	88%
Not Included in Accountability: Mobile	5%	5%	**5%**	4%	4%	4%	0%	0%	*	9%	4%	18%	1%	14%	2%	5%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	1%	0%	0%	0%	*	0%	1%	0%	0%	3%	1%	7%
Not Tested	1%	2%	**2%**	1%	2%	1%	0%	0%	*	4%	2%	0%	2%	2%	2%	0%
Absent	1%	1%	**2%**	1%	2%	1%	0%	0%	*	4%	2%	0%	2%	2%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	99%	98%	99%	*	100%	*	98%	99%	100%	98%	98%	98%	99%
Included in Accountability	93%	93%	**93%**	95%	94%	95%	*	100%	*	88%	95%	82%	97%	83%	96%	93%

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**5%**	4%	4%	4%	*	0%	*	10%	4%	18%	1%	15%	2%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	**2%**	1%	2%	1%	*	0%	*	2%	1%	0%	2%	2%	2%	1%
Absent	1%	1%	**1%**	1%	2%	0%	*	0%	*	0%	1%	0%	1%	2%	2%	1%
Other	0%	0%	**1%**	0%	1%	1%	*	0%	*	2%	0%	0%	1%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**97%**	99%	95%	99%	*	*	*	100%	97%	100%	97%	96%	96%	97%
Included in Accountability	93%	93%	**92%**	95%	92%	95%	*	*	*	83%	93%	84%	96%	82%	93%	93%
Not Included in Accountability: Mobile	4%	5%	**4%**	4%	4%	4%	*	*	*	17%	3%	16%	1%	15%	2%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	**3%**	1%	5%	1%	*	*	*	0%	3%	0%	3%	4%	4%	3%
Absent	1%	2%	**3%**	1%	4%	1%	*	*	*	0%	3%	0%	3%	3%	4%	2%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	**98%**	96%	99%	98%	*	*	*	100%	99%	100%	99%	96%	98%	100%
Included in Accountability	94%	93%	**96%**	96%	96%	96%	*	*	*	93%	99%	100%	98%	87%	96%	94%
Not Included in Accountability: Mobile	4%	4%	**2%**	0%	2%	2%	*	*	*	7%	0%	0%	1%	8%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	1%	0%	3%
Not Tested	2%	2%	**2%**	4%	1%	2%	*	*	*	0%	1%	0%	1%	4%	2%	0%
Absent	1%	2%	**2%**	4%	1%	2%	*	*	*	0%	1%	0%	1%	4%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	89%	**72%**	*	67%	77%	-	*	-	*	-	-	73%	60%	75%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
SEGUIN ISD (094901) - GUADALUPE COUNTY

	State	Region 20	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%	90.9%	**90.0%**	90.1%	89.3%	92.0%	91.7%	92.1%	*	90.3%	88.6%	89.0%	91.3%
2020-21	95.0%	94.6%	**93.0%**	93.1%	92.6%	94.2%	96.7%	96.9%	*	94.2%	91.6%	92.1%	93.2%
Chronic Absenteeism													
2021-22	25.7%	30.9%	**34.7%**	34.7%	37.6%	26.6%	50.0%	26.7%	33.3%	24.0%	39.6%	39.2%	29.8%
2020-21	15.0%	15.9%	**22.5%**	20.0%	24.4%	17.9%	10.0%	4.5%	0.0%	18.0%	28.6%	26.3%	22.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.7%	**0.3%**	2.2%	0.4%	0.0%	*	*	*	0.0%	0.0%	0.1%	0.0%
2020-21	0.9%	1.0%	**0.4%**	3.5%	0.1%	0.0%	*	*	*	0.0%	0.6%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	2.8%	**1.1%**	1.7%	1.3%	0.5%	0.0%	*	*	2.9%	1.0%	0.6%	2.8%
2020-21	2.4%	3.1%	**0.6%**	5.7%	0.3%	0.4%	*	0.0%	*	4.0%	0.3%	0.5%	0.7%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	87.8%	**88.4%**	73.5%	89.4%	89.1%	*	*	*	100.0%	68.0%	91.4%	88.9%
Received TxCHSE	0.3%	0.3%	**0.2%**	0.0%	0.3%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	3.5%	**4.6%**	2.9%	4.8%	4.5%	*	*	*	0.0%	26.0%	6.0%	7.4%
Dropped Out	6.4%	8.4%	**6.8%**	23.5%	5.4%	6.4%	*	*	*	0.0%	6.0%	2.6%	3.7%
Graduates and TxCHSE	90.0%	88.1%	**88.6%**	73.5%	89.7%	89.1%	*	*	*	100.0%	68.0%	91.4%	88.9%
Graduates, TxCHSE, and Continuers	93.6%	91.6%	**93.2%**	76.5%	94.6%	93.6%	*	*	*	100.0%	94.0%	97.4%	96.3%
Class of 2021													
Graduated	90.0%	87.8%	**89.5%**	58.8%	90.3%	91.1%	-	*	-	*	76.3%	92.4%	90.0%
Received TxCHSE	0.3%	0.3%	**0.2%**	0.0%	0.3%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	4.0%	**2.4%**	0.0%	3.2%	0.8%	-	*	-	*	18.4%	2.1%	0.0%
Dropped Out	5.8%	7.9%	**7.9%**	41.2%	6.1%	8.1%	-	*	-	*	5.3%	5.5%	10.0%
Graduates and TxCHSE	90.3%	88.1%	**89.7%**	58.8%	90.6%	91.1%	-	*	-	*	76.3%	92.4%	90.0%
Graduates, TxCHSE, and Continuers	94.2%	92.1%	**92.1%**	58.8%	93.9%	91.9%	-	*	-	*	94.7%	94.5%	90.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	90.2%	**91.2%**	58.8%	92.5%	91.9%	-	*	-	*	85.0%	93.7%	90.0%
Received TxCHSE	0.4%	0.4%	**0.2%**	0.0%	0.3%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.0%	0.9%	**0.9%**	0.0%	1.3%	0.0%	-	*	-	*	10.0%	1.3%	0.0%
Dropped Out	6.3%	8.4%	**7.7%**	41.2%	5.9%	8.1%	-	*	-	*	5.0%	5.1%	10.0%
Graduates and TxCHSE	92.7%	90.6%	**91.4%**	58.8%	92.8%	91.9%	-	*	-	*	85.0%	93.7%	90.0%
Graduates, TxCHSE, and Continuers	93.7%	91.6%	**92.3%**	58.8%	94.1%	91.9%	-	*	-	*	95.0%	94.9%	90.0%

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
SEGUIN ISD (094901) - GUADALUPE COUNTY

	State	Region 20	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%	90.5%	**91.6%**	86.2%	90.9%	94.4%	-	*	*	*	76.7%	96.3%	88.9%
Received TxCHSE	0.5%	0.5%	**0.4%**	0.0%	0.7%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Continued HS	1.1%	1.2%	**1.9%**	3.4%	2.0%	0.7%	-	*	*	*	16.3%	1.1%	5.6%
Dropped Out	6.2%	7.9%	**6.1%**	10.3%	6.4%	4.9%	-	*	*	*	7.0%	2.6%	5.6%
Graduates and TxCHSE	92.7%	90.9%	**92.1%**	86.2%	91.6%	94.4%	-	*	*	*	76.7%	96.3%	88.9%
Graduates, TxCHSE, and Continuers	93.8%	92.1%	**93.9%**	89.7%	93.6%	95.1%	-	*	*	*	93.0%	97.4%	94.4%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	91.0%	**92.1%**	86.2%	91.6%	94.4%	-	*	*	*	79.1%	96.0%	94.1%
Received TxCHSE	0.5%	0.6%	**0.6%**	3.4%	0.7%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Continued HS	0.5%	0.5%	**1.5%**	3.4%	1.4%	0.7%	-	*	*	*	14.0%	1.5%	0.0%
Dropped Out	6.2%	7.9%	**5.9%**	6.9%	6.4%	4.9%	-	*	*	*	7.0%	2.6%	5.9%
Graduates and TxCHSE	93.2%	91.6%	**92.7%**	89.7%	92.2%	94.4%	-	*	*	*	79.1%	96.0%	94.1%
Graduates, TxCHSE, and Continuers	93.8%	92.1%	**94.1%**	93.1%	93.6%	95.1%	-	*	*	*	93.0%	97.4%	94.1%
Class of 2019													
Graduated	92.6%	90.7%	**95.3%**	95.7%	95.2%	95.3%	-	*	-	100.0%	85.7%	96.3%	94.4%
Received TxCHSE	0.6%	0.6%	**0.8%**	0.0%	0.3%	2.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	0.6%	**1.6%**	0.0%	2.2%	0.7%	-	*	-	0.0%	12.5%	2.6%	0.0%
Dropped Out	6.2%	8.1%	**2.2%**	4.3%	2.2%	2.0%	-	*	-	0.0%	1.8%	1.1%	5.6%
Graduates and TxCHSE	93.2%	91.3%	**96.1%**	95.7%	95.5%	97.3%	-	*	-	100.0%	85.7%	96.3%	94.4%
Graduates, TxCHSE, and Continuers	93.8%	91.9%	**97.8%**	95.7%	97.8%	98.0%	-	*	-	100.0%	98.2%	98.9%	94.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.8%	**87.4%**	72.2%	88.4%	88.4%	*	*	*	100.0%	66.7%	89.7%	89.3%
Class of 2021	90.0%	87.8%	**89.1%**	58.8%	89.5%	91.4%	-	*	-	*	78.0%	91.9%	90.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	63.6%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	65.9%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.7%	**2.8%**	4.2%	3.4%	1.0%	*	*	*	0.0%	2.9%	2.9%	0.0%
Class of 2021	3.8%	2.5%	**1.2%**	0.0%	0.7%	2.7%	-	*	-	*	0.0%	1.4%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	83.6%	**69.7%**	75.0%	66.6%	78.6%	*	*	*	60.0%	47.1%	63.5%	50.0%
Class of 2021	81.9%	80.8%	**69.4%**	80.0%	65.0%	77.9%	-	*	-	*	17.2%	65.0%	22.2%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 20	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%	86.3%	**72.5%**	79.2%	69.9%	79.6%	*	*	*	60.0%	50.0%	66.4%	50.0%
Class of 2021	85.7%	83.3%	**70.6%**	80.0%	65.7%	80.5%	-	*	-	*	17.2%	66.4%	22.2%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	40.0%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	35.4%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.7%	**1.8%**	0.0%	2.2%	1.0%	*	*	*	0.0%	4.1%	1.9%	0.0%
2020-21	3.8%	2.7%	**3.1%**	7.1%	2.9%	3.3%	-	*	-	*	0.0%	3.3%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	81.5%	**68.2%**	79.2%	64.5%	77.7%	*	*	*	60.0%	34.7%	62.1%	56.5%
2020-21	80.4%	79.3%	**65.2%**	57.1%	61.7%	74.2%	-	*	-	*	12.5%	60.7%	20.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	84.2%	**70.0%**	79.2%	66.7%	78.6%	*	*	*	60.0%	38.8%	64.0%	56.5%
2020-21	84.1%	81.9%	**68.3%**	64.3%	64.6%	77.5%	-	*	-	*	12.5%	63.9%	20.0%

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	456	100.0%	368,686	100.0%
By Ethnicity:				
African American	24	5.3%	45,227	12.3%
Hispanic	321	70.4%	191,125	51.8%
White	103	22.6%	103,171	28.0%
American Indian	1	0.2%	1,159	0.3%
Asian	1	0.2%	18,794	5.1%
Pacific Islander	1	0.2%	569	0.2%
Two or More Races	5	1.1%	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)	137	30.0%	51,023	13.8%
Foundation H.S. Program (Endorsement)	8	1.8%	14,179	3.8%
Foundation H.S. Program (DLA)	311	68.2%	302,917	82.2%
Special Education Graduates	49	10.7%	32,447	8.8%
Economically Disadvantaged Graduates	261	57.2%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	23	5.0%	40,398	11.0%
At-Risk Graduates	255	55.9%	159,689	43.3%
CTE Completers	91	20.0%	107,502	29.2%

Academic Year	State	Region 20	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%	62.8%	**50.9%**	37.5%	47.4%	63.1%	*	*	*	80.0%	85.7%	41.4%	34.8%
2020-21	65.2%	58.9%	**40.1%**	28.6%	35.0%	56.7%	-	*	-	*	42.5%	33.6%	10.0%
					College Ready Graduates								
College Ready (Annual Graduates)													
2021-22	52.9%	48.3%	**34.4%**	20.8%	30.5%	48.5%	*	*	*	60.0%	4.1%	25.3%	4.3%
2020-21	52.7%	47.8%	**32.6%**	21.4%	27.7%	48.3%	-	*	-	*	2.5%	23.8%	0.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	53.2%	**45.2%**	29.2%	39.6%	65.0%	*	*	*	80.0%	10.2%	37.5%	4.3%
2020-21	56.1%	50.9%	**57.2%**	50.0%	53.4%	70.8%	-	*	-	*	12.5%	48.4%	6.7%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	42.8%	**31.8%**	16.7%	28.7%	43.7%	*	*	*	60.0%	2.0%	24.1%	4.3%
2020-21	45.7%	39.8%	**27.1%**	14.3%	21.9%	41.7%	-	*	-	*	0.0%	19.7%	6.7%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	36.9%	**28.7%**	12.5%	24.9%	42.7%	*	*	*	60.0%	2.0%	21.5%	4.3%
2020-21	40.4%	35.0%	**25.7%**	14.3%	20.9%	40.8%	-	*	-	*	0.0%	18.0%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	19.2%	**8.1%**	8.3%	5.0%	16.5%	*	*	*	40.0%	0.0%	2.7%	0.0%
2020-21	21.3%	20.2%	**9.8%**	0.0%	5.8%	21.7%	-	*	-	*	0.0%	4.9%	0.0%
Associate Degree (Annual Graduates)													
2021-22	2.4%	1.8%	**1.8%**	0.0%	1.6%	2.9%	*	*	*	0.0%	0.0%	1.5%	0.0%
2020-21	2.6%	1.9%	**3.5%**	7.1%	3.5%	3.3%	-	*	-	*	0.0%	2.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	24.0%	**20.4%**	16.7%	17.4%	30.1%	*	*	*	40.0%	2.0%	12.6%	4.3%
2020-21	25.9%	25.9%	**22.6%**	21.4%	19.3%	32.5%	-	*	-	*	2.5%	13.1%	0.0%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	9.6%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2020-21	4.4%	9.7%	**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%	26.9%	**23.0%**	16.7%	22.1%	27.2%	*	*	*	20.0%	85.7%	19.9%	30.4%
2020-21	24.2%	20.0%	**11.5%**	7.1%	11.3%	13.3%	-	*	-	*	40.0%	14.3%	10.0%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	20.8%	**14.9%**	4.2%	14.3%	19.4%	*	*	*	20.0%	10.2%	11.1%	17.4%

Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	13.8%	**8.4%**	7.1%	8.0%	10.0%	-	*	-	*	5.0%	9.8%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.6%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2020-21	0.7%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.3%	**4.8%**	8.3%	4.7%	4.9%	*	*	*	0.0%	44.9%	5.7%	8.7%
2020-21	2.4%	2.1%	**2.2%**	0.0%	2.6%	1.7%	-	*	-	*	25.0%	3.3%	6.7%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	5.3%	**4.2%**	4.2%	4.0%	3.9%	*	*	*	0.0%	38.8%	3.8%	4.3%
2020-21	4.4%	4.8%	**1.1%**	0.0%	1.0%	1.7%	-	*	-	*	12.5%	1.6%	3.3%

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
SEGUIN ISD (094901) - GUADALUPE COUNTY

	Academic Year	State	Region 20	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%	21.3%	**40.8%**	20.8%	35.5%	60.2%	*	*	*	80.0%	6.1%	32.2%	0.0%
	2020-21	25.9%	27.2%	**52.8%**	50.0%	48.6%	66.7%	-	*	-	*	2.5%	41.8%	6.7%
Mathematics	2021-22	18.7%	17.6%	**26.5%**	8.3%	22.7%	40.8%	*	*	*	60.0%	2.0%	18.4%	0.0%
	2020-21	19.4%	20.9%	**25.9%**	14.3%	21.2%	39.2%	-	*	-	*	0.0%	18.0%	6.7%
Both Subjects	2021-22	12.6%	12.1%	**24.3%**	8.3%	19.9%	39.8%	*	*	*	60.0%	2.0%	16.5%	0.0%
	2020-21	14.4%	16.6%	**24.6%**	14.3%	20.3%	38.3%	-	*	-	*	0.0%	16.4%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	6.4%	**3.1%**	12.5%	2.8%	1.9%	*	*	*	0.0%	0.0%	3.8%	4.3%
	2020-21	8.6%	3.2%	**4.9%**	0.0%	5.8%	3.3%	-	*	-	*	10.0%	7.0%	0.0%
Mathematics	2021-22	14.0%	11.2%	**5.7%**	8.3%	6.2%	3.9%	*	*	*	0.0%	0.0%	6.1%	4.3%
	2020-21	10.3%	6.8%	**0.9%**	0.0%	0.6%	1.7%	-	*	-	*	0.0%	1.2%	0.0%
Both Subjects	2021-22	7.5%	3.8%	**2.0%**	4.2%	2.2%	1.0%	*	*	*	0.0%	0.0%	2.7%	4.3%
	2020-21	4.9%	1.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	22.4%	**9.9%**	4.7%	7.2%	17.4%	*	*	*	18.2%	2.7%	4.2%	0.0%
	2021	21.1%	20.8%	**11.1%**	10.0%	8.9%	17.7%	*	0.0%	*	12.5%	3.3%	5.8%	0.0%
English Language Arts	2022	13.2%	13.8%	**6.0%**	2.3%	4.9%	8.9%	*	*	*	18.2%	0.9%	2.7%	0.0%
	2021	12.1%	12.8%	**7.1%**	5.0%	5.1%	12.9%	*	0.0%	*	12.5%	0.8%	3.7%	0.0%
Mathematics	2022	6.9%	5.5%	**2.4%**	2.3%	0.9%	6.4%	*	*	*	0.0%	0.9%	1.0%	0.0%
	2021	6.1%	4.9%	**0.5%**	0.0%	0.3%	1.3%	*	0.0%	*	0.0%	0.0%	0.2%	0.0%
Science	2022	9.6%	7.9%	**1.1%**	0.0%	0.2%	3.8%	*	*	*	0.0%	0.0%	0.2%	0.0%
	2021	8.7%	7.4%	**2.9%**	2.5%	1.8%	6.5%	*	0.0%	*	0.0%	0.0%	2.1%	0.0%
Social Studies	2022	12.5%	12.9%	**3.9%**	0.0%	3.1%	6.0%	*	*	*	18.2%	0.0%	1.5%	0.0%
	2021	11.6%	12.4%	**8.0%**	2.5%	6.4%	13.4%	*	0.0%	*	12.5%	2.5%	4.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	52.5%	**37.0%**	*	32.6%	36.6%	-	*	-	*	*	18.2%	-
	2021	48.6%	44.6%	**28.4%**	*	21.4%	41.5%	-	-	-	*	*	26.7%	-
English Language Arts	2022	53.2%	54.1%	**51.8%**	*	45.2%	57.1%	-	*	-	*	*	28.6%	-
	2021	42.7%	39.0%	**23.1%**	*	18.8%	30.0%	-	-	-	*	*	21.1%	-
Mathematics	2022	50.4%	45.7%	**31.8%**	*	0.0%	40.0%	-	-	-	-	*	0.0%	-
	2021	49.4%	41.4%	**0.0%**	-	*	*	-	-	-	-	-	*	-
Science	2022	44.7%	49.0%	**70.0%**	-	*	66.7%	-	-	-	-	-	*	-
	2021	41.4%	42.8%	**44.4%**	*	27.3%	60.0%	-	-	-	-	-	27.3%	-

	Academic Year	State	Region 20	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%	38.3%	**2.8%**	-	0.0%	7.1%	-	-	-	*	-	0.0%	-
	2021	42.2%	36.4%	**16.4%**	*	10.0%	25.8%	-	-	-	*	*	9.5%	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	77.3%	**39.3%**	54.2%	33.3%	53.4%	*	*	*	40.0%	14.3%	33.3%	7.7%
	2020-21	70.8%	67.4%	**23.5%**	21.4%	19.3%	35.0%	-	*	-	*	7.5%	15.9%	0.0%
At/Above Criterion for All Examinees	2021-22	32.1%	28.5%	**22.9%**	15.4%	13.1%	41.8%	*	*	-	*	0.0%	13.8%	*
	2020-21	32.9%	31.8%	**43.4%**	*	38.3%	52.4%	-	-	-	*	*	25.6%	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	978	**965**	872	929	1056	*	*	-	*	806	923	*
	2020-21	1002	994	**1038**	1050	1005	1086	-	-	-	850	770	974	-
English Language Arts and Writing	2021-22	506	497	**490**	439	474	534	*	*	-	*	424	469	*
	2020-21	504	504	**529**	553	509	556	-	-	-	410	363	493	-
Mathematics	2021-22	496	481	**475**	432	456	523	*	*	-	*	381	454	*
	2020-21	498	490	**509**	497	495	530	-	-	-	440	407	481	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.4	**21.7**	*	18.3	26.1	-	*	-	-	-	*	-
	2020-21	20.0	19.0	**20.6**	24.0	18.0	25.0	-	-	-	-	-	16.4	-
English Language Arts	2021-22	19.2	19.2	**21.2**	*	17.6	25.9	-	*	-	-	-	*	-
	2020-21	19.6	18.6	**20.9**	26.0	18.1	25.3	-	-	-	-	-	16.1	-
Mathematics	2021-22	19.3	19.1	**21.2**	*	17.3	26.3	-	*	-	-	-	*	-
	2020-21	19.9	18.9	**19.0**	19.0	16.5	24.0	-	-	-	-	-	15.9	-
Science	2021-22	19.8	19.7	**22.3**	*	19.5	25.8	-	*	-	-	-	*	-
	2020-21	20.3	19.4	**21.0**	24.0	18.5	25.3	-	-	-	-	-	17.1	-

	Academic Year	State	Region 20	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%	42.6%	**30.7%**	26.6%	27.5%	41.5%	*	*	*	30.0%	11.5%	25.6%	15.2%
	2020-21	42.5%	41.6%	**29.9%**	33.3%	27.4%	36.4%	*	66.7%	*	25.0%	8.9%	24.7%	11.5%
English Language Arts	2021-22	16.6%	15.0%	**16.0%**	12.2%	14.3%	21.6%	*	*	*	20.0%	3.3%	13.2%	9.5%
	2020-21	16.3%	14.9%	**14.1%**	13.4%	12.5%	19.4%	*	0.0%	*	8.3%	3.5%	10.9%	1.5%
Mathematics	2021-22	19.9%	18.8%	**7.5%**	5.8%	5.3%	13.5%	*	*	*	17.9%	0.9%	4.7%	0.0%
	2020-21	19.3%	18.8%	**7.1%**	4.9%	5.4%	12.2%	*	20.0%	*	4.2%	0.0%	4.3%	1.7%
Science	2021-22	21.1%	20.2%	**12.1%**	11.6%	10.6%	16.7%	*	*	*	7.1%	3.1%	9.5%	3.6%
	2020-21	20.6%	20.3%	**12.8%**	15.0%	12.0%	14.6%	*	33.3%	*	12.5%	1.9%	11.1%	5.0%
Social Studies	2021-22	22.8%	22.4%	**13.2%**	8.9%	9.7%	24.1%	*	*	*	13.8%	0.4%	8.6%	1.4%
	2020-21	22.8%	22.7%	**11.6%**	9.5%	9.2%	18.8%	*	16.7%	*	8.3%	1.3%	6.2%	0.8%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	47.9%	**28.6%**	14.3%	24.1%	40.8%	-	*	-	*	10.0%	21.6%	12.5%
	2019-20	46.1%	48.4%	**32.6%**	45.8%	27.3%	40.7%	-	*	-	*	0.0%	25.4%	4.8%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

2022-23 Student Information (TAPR)

Student Information	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	7,197	100.0%	5,504,150	100.0%	7,239	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	12	0.2%	17,201	0.3%	21	0.3%	25,110	0.5%
Pre-Kindergarten	389	5.4%	243,493	4.4%	418	5.8%	244,284	4.4%
Pre-Kindergarten: 3-year Old	68	0.9%	40,199	0.7%	80	1.1%	40,535	0.7%
Pre-Kindergarten: 4-year Old	321	4.5%	203,294	3.7%	338	4.7%	203,749	3.7%
Kindergarten	476	6.6%	367,180	6.7%	476	6.6%	367,633	6.7%
Grade 1	510	7.1%	399,048	7.2%	510	7.0%	399,419	7.2%
Grade 2	504	7.0%	395,639	7.2%	505	7.0%	395,969	7.2%
Grade 3	518	7.2%	393,583	7.2%	519	7.2%	393,871	7.1%
Grade 4	526	7.3%	393,765	7.2%	526	7.3%	394,020	7.1%
Grade 5	513	7.1%	395,111	7.2%	513	7.1%	395,384	7.2%
Grade 6	473	6.6%	399,341	7.3%	473	6.5%	399,557	7.2%
Grade 7	511	7.1%	409,362	7.4%	511	7.1%	409,566	7.4%
Grade 8	560	7.8%	425,589	7.7%	560	7.7%	425,758	7.7%
Grade 9	731	10.2%	477,875	8.7%	732	10.1%	478,101	8.7%
Grade 10	583	8.1%	436,752	7.9%	583	8.1%	437,002	7.9%
Grade 11	457	6.3%	385,894	7.0%	457	6.3%	386,246	7.0%
Grade 12	434	6.0%	364,317	6.6%	435	6.0%	366,512	6.6%
Ethnic Distribution:								
African American	262	3.6%	705,310	12.8%	262	3.6%	706,775	12.8%
Hispanic	5,081	70.6%	2,915,219	53.0%	5,102	70.5%	2,921,416	52.9%
White	1,693	23.5%	1,410,571	25.6%	1,714	23.7%	1,416,240	25.7%
American Indian	11	0.2%	17,920	0.3%	11	0.2%	17,976	0.3%
Asian	21	0.3%	280,306	5.1%	21	0.3%	280,742	5.1%
Pacific Islander	8	0.1%	8,696	0.2%	8	0.1%	8,718	0.2%
Two or More Races	121	1.7%	166,128	3.0%	121	1.7%	166,565	3.0%
Sex:								
Female	3,457	48.0%	2,688,496	48.8%	3,472	48.0%	2,693,780	48.8%
Male	3,740	52.0%	2,815,654	51.2%	3,767	52.0%	2,824,652	51.2%
Economically Disadvantaged	5,568	77.4%	3,415,987	62.1%	5,585	77.2%	3,421,217	62.0%
Non-Educationally Disadvantaged	1,629	22.6%	2,088,163	37.9%	1,654	22.8%	2,097,215	38.0%
Section 504 Students	542	7.5%	407,619	7.4%	542	7.5%	407,904	7.4%
EB Students/EL	927	12.9%	1,269,408	23.1%	928	12.8%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	258	3.4%	87,162	1.5%				

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	313	4.3%	302,409	5.5%	313	4.3%	302,615	5.5%
Foster Care	25	0.3%	13,415	0.2%	25	0.3%	13,453	0.2%
Homeless	91	1.3%	72,534	1.3%	91	1.3%	72,654	1.3%
Immigrant	93	1.3%	122,390	2.2%	93	1.3%	122,504	2.2%
Migrant	17	0.2%	13,769	0.3%	17	0.2%	13,810	0.3%
Title I	4,204	58.4%	3,555,650	64.6%	4,244	58.6%	3,563,890	64.6%
Military Connected	93	1.3%	199,203	3.6%	93	1.3%	199,325	3.6%
At-Risk	4,377	60.8%	2,935,164	53.3%	4,389	60.6%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	1,008	14.0%	1,278,846	23.2%	1,009	13.9%	1,279,697	23.2%
Career and Technical Education	1,431	19.9%	1,459,380	26.5%	1,431	19.8%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	1,309	59.4%	1,203,083	72.3%	1,309	59.3%	1,203,363	72.2%
Gifted and Talented Education	559	7.8%	453,585	8.2%	559	7.7%	453,689	8.2%
Special Education	1,153	16.0%	693,061	12.6%	1,164	16.1%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	1,153		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	470	40.8%	305,800	44.1%				
Students with Physical Disabilities	221	19.2%	138,820	20.0%				
Students with Autism	211	18.3%	107,586	15.5%				
Students with Behavioral Disabilities	230	19.9%	130,018	18.8%				
Students with Non-Categorical Early Childhood	21	1.8%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	1,657	23.0%	893,031	16.8%				
By Ethnicity:								
African American	94	1.3%	176,665	3.3%				
Hispanic	1,171	16.3%	462,284	8.7%				
White	352	4.9%	180,620	3.4%				
American Indian	3	0.0%	3,221	0.1%				
Asian	4	0.1%	38,716	0.7%				
Pacific Islander	3	0.0%	2,067	0.0%				
Two or More Races	30	0.4%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	262	23.0%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	188	22.5%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	1,149	23.7%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	1,034	19.1%	751,495	18.1%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.7%	1.5%	1.6%	4.5%
Grade 1	0.5%	2.5%	2.3%	3.6%
Grade 2	0.5%	1.6%	1.1%	2.0%
Grade 3	0.7%	0.8%	0.0%	0.9%
Grade 4	0.2%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.3%	0.3%	0.0%	0.4%
Grade 7	0.4%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	24.8%	8.7%	41.5%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	9	0.3%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	19.4	18.7
Grade 1	17.6	19.1
Grade 2	18.6	19.1
Grade 3	18.9	19.3
Grade 4	18.2	19.4
Grade 5	18.1	20.8
Grade 6	16.6	19.2
Secondary:		
English/Language Arts	12.6	16.2
Foreign Languages	21.4	18.8
Mathematics	15.1	17.5
Science	17.5	18.5
Social Studies	17.7	18.9

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
Total Staff	1,094.4	100.0%	763,729.4	100.0%
Professional Staff:	678.5	62.0%	489,326.8	64.1%
Teachers	479.9	43.8%	371,646.7	48.7%
Professional Support	150.1	13.7%	82,878.8	10.9%
Campus Administration (School Leadership)	36.0	3.3%	25,300.5	3.3%
Central Administration	12.5	1.1%	9,500.8	1.2%
Educational Aides:	117.7	10.8%	86,185.9	11.3%
Auxiliary Staff:	298.2	27.2%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	8.0	n/a	4,258.0	n/a
Part-time Librarians	2.0	n/a	646.0	n/a
Full-time Counselors	23.0	n/a	13,815.0	n/a
Part-time Counselors	1.0	n/a	1,240.0	n/a
Total Minority Staff:	560.3	51.2%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	15.9	3.3%	44,033.4	11.8%
Hispanic	166.7	34.7%	110,015.9	29.6%
White	291.3	60.7%	203,967.5	54.9%
American Indian	1.0	0.2%	1,274.2	0.3%
Asian	3.0	0.6%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	2.0	0.4%	4,531.1	1.2%
Teachers by Sex:				
Males	107.4	22.4%	90,752.5	24.4%
Females	372.5	77.6%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	7,591.2	2.0%
Bachelors	354.4	73.8%	268,238.6	72.2%
Masters	125.5	26.2%	92,878.9	25.0%
Doctorate	0.0	0.0%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	48.1	10.0%	36,179.6	9.7%
1-5 Years Experience	177.0	36.9%	97,667.0	26.3%
6-10 Years Experience	87.6	18.2%	76,209.5	20.5%
11-20 Years Experience	108.8	22.7%	101,173.2	27.2%

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
21-30 Years Experience	49.6	10.3%	49,550.0	13.3%
Over 30 Years Experience	8.9	1.9%	10,867.4	2.9%
Number of Students per Teacher	15.0	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.8	6.1
Average Years Experience of Principals with District	3.5	5.3
Average Years Experience of Assistant Principals	3.6	5.2
Average Years Experience of Assistant Principals with District	2.7	4.4
Average Years Experience of Teachers:	8.9	11.0
Average Years Experience of Teachers with District:	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$55,464	$53,300
1-5 Years Experience	$56,117	$56,516
6-10 Years Experience	$57,457	$59,732
11-20 Years Experience	$61,136	$63,389
21-30 Years Experience	$64,963	$67,876
Over 30 Years Experience	$72,352	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$58,649	$60,717
Professional Support	$69,764	$72,022
Campus Administration (School Leadership)	$87,217	$85,167
Central Administration	$116,230	$112,702
Instructional Staff Percent:	60.2%	65.1%
Turnover Rate for Teachers:	31.6%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	1.0	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	30.1	6.3%	22,050.2	5.9%
Career and Technical Education	18.2	3.8%	19,907.7	5.4%
Compensatory Education	12.5	2.6%	11,928.5	3.2%
Gifted and Talented Education	11.3	2.4%	6,181.8	1.7%
Regular Education	362.0	75.4%	262,398.5	70.6%
Special Education	36.2	7.5%	36,110.2	9.7%
Other	9.6	2.0%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

2022 – 2023

Administrators

Hector Esquivel...Principal

Ryan Randolph...Associate Principal

Aaron Hannah...Assistant Principal

Tally Neal, Sr...Assistant Principal

Joshua Peters...Assistant Principal

Suzanne Zink...Assistant Principal

JoAnn Holliday..Academic Dean

(July – March)

Kathy Kober..Interim Academic Dean

(March – June)

Seguin Independent School District

Seguin High School

2022-2023 Formative Review

Transformation

Seguin High School

Starts Here

Mission Statement

Campus Mission Statement

Transformation Starts Here

.

Vision

Vision

Transformational Learning to Innovative Thinkers

Value Statement

Value Statement

Seguin ISD believes that:

Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.

The learning experience should be engaging, relevant and collaborative to meet the needs of all.

Parent, community and industry partners are essential for student success.

Teachers foster student curiosity and initiative through meaningful and relevant learning experiences. Relationships that nurture student growth and development are key to success.

Table of Contents

Goals

Goal 1: Increase the percentage of all students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 37% to 45% by August 2024.

Performance Objective 1: By 2024, Reading performance on STAAR Meets in grades 9-10 will improve from 37% to 45%.

Evaluation Data Sources: Exit Tickets
CFA, Interim Assessments
Pacing Calendars
Assessment Calendars
Lesson Plans
SHS will create an academic culture where all students will receive high quality instruction in every class.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC's for all teachers to engage in internalization of planning to make learning meaningful for students by providing real-world examples and encouraging them to collaborate, and leverage personal experiences to make learning more personal in RLA EOC content, Special Education, accommodations and ELL linguistic accommodations to deliver a guaranteed and viable curriculum. **Strategy's Expected Result/Impact:** Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC. **Staff Responsible for Monitoring:** SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199-General Fund	**Formative**			**Summative**
	Nov	Jan	Mar	June
	60%	65%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: EOC content teams will administer interim assessments every 20-30 days to assess comprehensive TEKS mastery. All campus courses will create common formative assessments (CFAs) every 10 days of instruction to assess essential standards mastery and develop plans for reteach/spiral/intervention.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC. **Staff Responsible for Monitoring:** SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS ELA Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199-General Fund	60%	65%	70%	100%
0% No Progress　　100% Accomplished　　➡ Continue/Modify　　❌ Discontinue				

Goal 1: Increase the percentage of all students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 37% to 45% by August 2024.

Performance Objective 2: By 2024, Reading performance on STAAR Masters in grades 9-10 will improve from 4% to 18%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide professional learning for selected teachers via the Solution Tree Model to teach students to internalize lesson planning for deeper understanding.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC. **Staff Responsible for Monitoring:** SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS ELA Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199-General Fund	40%	70%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Increase student access to a rigorous and relevant curriculum through effective student centered coaching. All Department Leads will actively engage in student centered coaching in their respective areas	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC. **Staff Responsible for Monitoring:** SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS ELA Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199-General Fund	60%	65%	70%	→

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

Goal 2: Increase the percentage of all students who score meets grade level or above on STAAR Mathematics from 18% to 25% by August 2024.

Performance Objective 1: By 2024, Math performance on STAAR Meets for all groups will improve from 18% to 25% by 2024.

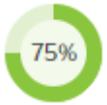   **Summative Evaluation:** Some progress made toward meeting Objective

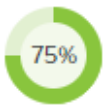| Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Utilize Carnegie Math to engage students in a deeper, more conceptual way with a combination of cognitive and learning science, practical instruction, and research.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC. **Staff Responsible for Monitoring:** SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Math Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199-General Fund	65%	70%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: EOC content teams will administer interim assessments every 20-30 days to assess comprehensive TEKS mastery. All campus courses will create common formative assessments (CFAs) every 10 days of instruction to assess essential standards mastery and develop plans for reteach/spiral/intervention.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC. **Staff Responsible for Monitoring:** SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Math Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199-General Fund	65%	70%	75%	100%
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

Goal 2: Increase the percentage of all students who score meets grade level or above on STAAR Mathematics from 18% to 25% by August 2024.

Performance Objective 2: By 2024, Math performance on STAAR Masters in grades 9-10 will improve from 5% to 18%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC's for all teachers to engage in internalization of planning to make learning meaningful for students by providing real-world examples and encouraging them to collaborate, and leverage personal experiences to make learning more personal in Math EOC content, Special Education, accommodations and ELL linguistic accommodations to deliver a guaranteed and viable curriculum.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC.
     Staff Responsible for Monitoring: SHS Principal
 SHS Associate Principal
 SHS Academic Dean
 SHS Assistant Principals
 SHS Department Chairs
 SHS Math Teachers
 	
     TEA Priorities:
 Build a foundation of reading and math, Improve low-performing schools
  - ESF Levers:
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
     Funding Sources: - 199-General Fund
	60%	70%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Provide professional learning for selected teachers via the Solution Tree Model and Carnegie Math planning to teach students to internalize lesson planning for deeper understanding.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC.
     Staff Responsible for Monitoring: SHS Principal
 SHS Associate Principal
 SHS Academic Dean
 SHS Assistant Principals
 SHS Department Chairs
 SHS Math 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
     Funding Sources: - 199-General Fund
	60%	70%	75%	100%

Strategy 3 Details	Reviews			
Strategy 3: Increase student access to a rigorous and relevant curriculum through effective student centered coaching. All Department Leads will actively engage in student centered coaching in their respective areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC. **Staff Responsible for Monitoring:** SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Math Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199-General Fund	65%	70%	75%	100%

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

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 41% to 73% by August 2025.

Performance Objective 1: By the end of the 2022-2023 school year, the percentage of students who meets TSI/SAT/ACT criteria in ELAR and Math will improve from 28% to 33%.

Evaluation Data Sources: TSI Results; SAT and ACT Results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Increase number of students participating in school-day PSAT and SAT testing opportunities in the fall and spring with the use of marketing, awareness, and ongoing recruitment.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase access to college-readiness assessments for all students. **Staff Responsible for Monitoring:** Director of CCMR, CCMR Coordinator, SHS Testing Coordinator, and AVID Teachers **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - 199-General Fund	50%	60%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Provide test-prep for PSAT, SAT, and TSIA during the school day throughout the year.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The outcome of this strategy will be an increase in students meeting PSAT, SAT, and TSIA CCMR standards. It is also anticipated that more students will take advantage of school-day test prep versus after-school or on Saturdays. **Staff Responsible for Monitoring:** Director of CCMR, CCMR Coordinator, Testing Coordinator, and Counselors **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - 199-General Fund	60%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: ELAR/MATH Dept Leads trained on new TSIA assessment and will facilitating TSIA FLEX pullouts & training departments on content/value	Formative			Summative
	Nov	Jan	Mar	June
Funding Sources: - 199-General Fund	65%	70%	80%	100%

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

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 41% to 73% by August 2025.

Performance Objective 2: By the end of the 2022-2023 school year, the percent of students who are taking the SAT or ACT will improve from 45% to 56%

Evaluation Data Sources: SAT, ACT data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Develop a marketing plan for CCMR that includes an annual calendar, CCMR manual with overview of CCMR opportunities and benefits, social media, Google Classroom, parent information sessions, campus/district websites, and through collaboration with TRIO programs Talent Search and Upward Bound.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students and parents will gain a better understanding of the purpose, importance, and value of these CCMR assessments. **Staff Responsible for Monitoring:** Director of CCMR, CCMR Coordinator, SHS Testing Coordinator, and TRIO staff members **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - 199-General Fund	65%	70%	80%	100%
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 41% to 73% by August 2025.

Performance Objective 3: By the end of the 2022-2023 school year, the percent of students who earn at least 3 hours of dual credit in ELAR or MATH OR the percent of students who earn at least 9 dual credit course credits in any other subject will improve from 27% to 34%.

Evaluation Data Sources: None

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Increase student and parent awareness of Dual Credit opportunities through improved marketing (school messenger, social media, campus/district website, and establish a dual credit web page. Encourage all students who meet TSIA standards to enroll in dual credit classes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Number of students who enroll in dual credit courses will increase. **Staff Responsible for Monitoring:** Director of CCMR, CCMR Coordinator, College Pathway Specialist, and Counselors. **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - 199-General Fund	65%	70%	80%	→

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

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 41% to 73% by August 2025.

Performance Objective 4: By 2022-23 school year, the percent of students who earn an industry based certification will improve from 1.5% to 16%.

> **Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Develop test preparation and examination timelines for Industry-Based Certifications in each program of study.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased focus on instructional design will ensure student preparation prior to the established examination date.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CTE Director, SHS Principal, SHS Assistant Principal **TEA Priorities:** Connect high school to career and college **Funding Sources:** - 244 CTE Perkins	75%	80%	85%	100%

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

Goal 4: Seguin High School will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: By the end of the 2022-2023 school year, the Panorama Student Survey SEL Score will improve to 51% in emotion regulation, 57% in grit, and 58 % in social awareness.

Evaluation Data Sources: Panorama Surveys

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize Character Strong Curriculum during FLEX Period.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase emotion regulation and awareness in students.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals FLEX Teachers Counselors **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199-General Fund	70%	70%	70%	→
Strategy 2 Details	Reviews			
Strategy 2: Utilize Transition Specialist and Student Support Team to engage at-risk students in small group and individual interventions and supports.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve emotion regulation, grit, and social awareness. **Staff Responsible for Monitoring:** SISD Transition Specialist and SST Team (Assistant Principals, Counselors, and Attendance). **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199-General Fund	45%	55%	65%	→
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 4: Seguin High School will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 2: By the end of the 2022-2023 school year, Seguin High School will increase attendance from 87% to 94.0%.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Create an Attendance Awareness Campaign entitled "Every Period...Every Day" by utilizing social media, campus communication, and PSA announcements.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase attendance by week.
    Staff Responsible for Monitoring: SHS Principal
SHS Associate Principal
 	
    ESF Levers:
Lever 3: Positive School Culture
	55%	60%	65%	→

Strategy 2 Details	Reviews			
Strategy 2: Provide Tier 1, 2, and 3 Supports for students who are having attendance challenges.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase attendance by week. **Staff Responsible for Monitoring:** SHS Principal SHS Associate Principal SHS Assistant Principals SISD Truancy Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - 199-General Fund	50%	60%	65%	→

Strategy 3 Details	Reviews			
Strategy 3: Provide student attendance incentives to reward positive attendance practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve ADA on a weekly basis.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SHS Principal SHS Associate Principal SHS Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	65%	70%	75%	→

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

Goal 4: Seguin High School will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 3: By the end of the 2022-2023 school year, Seguin High School will decrease out of class placements (ISS/Suspension/DAEP) by 10%.

Evaluation Data Sources: Discipline Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Utilize PBIS and Achieve Strategies for Tier 1 Interventions in the classroom.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease out of class placements (ISS/Suspension/DAEP).		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199-General Fund		60%	65%	70%	→
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 5: Seguin High School will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: By the end of the 2022-2023 school year, teacher turnover will decrease by 10%.

Evaluation Data Sources: Master Schedule

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details					Reviews			

Strategy 1 Details	Reviews			
Strategy 1: SHS will recruit, support and retain a diverse population of highly qualified, effective teachers, administrators, and support staff. The campus will maintain a teacher turnover rate of less than 15%. Implement and evaluate on-going differentiated professional learning to ensure teacher needs are being met, and provide a mentoring program for new teachers and administrators. Provide quarterly staff celebrations. **Strategy's Expected Result/Impact:** Retain diverse and highly qualified teachers. **Staff Responsible for Monitoring:** SHS Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199-General Fund	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	60%	65%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: Evaluate teacher effectiveness in the classroom utilizing formative and summative data, including but not limited to, T-TESS evaluations, walk-through information, student feedback, and value added data. Staff development and support plans will be developed based on teacher performance as needed. Campus principals will conduct a minimum of 10 documented walk-throughs per week. Utilize Strive and Whetstone to documents teacher coaching. **Strategy's Expected Result/Impact:** Seguin High School will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10% . **Staff Responsible for Monitoring:** SHS Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** - 199-General Fund	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	65%	75%	90%	100%

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

Goal 6: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin High School as an integral part of the community.

Performance Objective 1: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15 more opportunities.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families from 12 opportunities to 15 opportunities.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Engage parents, and community partners to enrich the experience of students and staff and to establish Seguin High School as an integral part of the community. **Staff Responsible for Monitoring:** SHS Principal SHS Assistant Principals SHS Counselors **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199-General Fund	40%	65%	80%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 6: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin High School as an integral part of the community.

Performance Objective 2: Seguin High School will improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

Evaluation Data Sources: Survey Data

Summative Evaluation: Met Objective
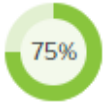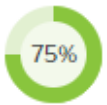
Strategy 1 Details	Reviews			
Strategy 1: SHS will communicate and promote campus success through social media such as newsletters, posters, flyers, school messenger, and our PIO.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Engage parents, and community partners to enrich the experience of students and staff and to establish Seguin High School as an integral part of the community. **Staff Responsible for Monitoring:** SHS Principal **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199-General Fund	60%	75%	80%	100%

Strategy 2 Details	Reviews			
Strategy 2: Operate a Site-Based Decision Management Committee involving faculty, staff, parents, and local business representatives.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Engage staff, parents, and community partners to enrich the experience of students and staff and to establish Seguin High School as an integral part of the community. **Staff Responsible for Monitoring:** SHS Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** - 199-General Fund	5%	10%	45%	❌

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Goal 7: Seguin High School will improve the overall accountability score from 74 to 81.

Performance Objective 1: By focusing on purposeful planning, curriculum alignment, researched- based instructional strategies, instructional technology and targeted support for special programs and sub-populations, Seguin High School will become a B-Rated Campus. Success criteria will reflect the following: Domain 1: Approaches (71%); Meets (46%); Masters (18%), with the following performance levels it would convert to a goal of B (81%) for Domain 2B.

Evaluation Data Sources: Exit Tickets, CFA's, Interim Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews		
Strategy 1: Utilize common planning periods and PLC's for all teachers to engage in Purposeful Planning to address EOC content, Special Education, accommodations and ELL linguistic accommodations to deliver a guaranteed and viable curriculum. Provide professional learning for selected teachers via the Solution Tree Model, InstructionalTechnology, NearPod, Google Classroom, Edgenuity, and Super PLCs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC. **Staff Responsible for Monitoring:** SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199-General Fund	70%	75%	75%	→

Strategy 2 Details		Reviews		
Strategy 2: EOC Content teams will generate Interim Assessments every 20-30 days to assess comprehensive TEKS mastery. All campus courses will create common formative assessments (CFAs) every 10 days of instruction to assess Essential Standards mastery and develop plans for reteach/spiral/intervention.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC. **Staff Responsible for Monitoring:** SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199-General Fund	60%	70%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: FLEX is offered daily on campus, or remotely, from 10:18-10:49 Monday - Friday. M/F is FLEX Leadership- where students are experiencing SEL lessons via Panorama or teacher created and vetted lessons. T/W/R is FLEX Academy- where students are expected to check their academic progress on TEAMS and work on homework/study/ projects OR read silently. FLEX Academy will be used to prepare EOC re-testers for the Dec Administration.	**Formative**			**Summative**

	Nov	**Jan**	**Mar**	**June**
	60%	80%	80%	✗

Strategy's Expected Result/Impact: Increase number of students who pass the STAAR December EOC Test, address student social and emotional learning.

Staff Responsible for Monitoring: SHS Principal
SHS Associate Principal
SHS Academic Dean
SHS Assistant Principals
SHS Department Chairs
SHS Teachers

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Funding Sources: - 199-General Fund

Strategy 4 Details	Reviews			
Strategy 4: Increase student access to a rigorous and relevant curriculum through effective student centered coaching. All Department Leads will actively engage in student centered coaching in their respective area.	**Formative**			**Summative**

	Nov	**Jan**	**Mar**	**June**
	60%	80%	85%	→

Strategy's Expected Result/Impact: SHS will create an academic culture where all students will receive high quality instruction in every class.

Staff Responsible for Monitoring: SHS Academic Dean and Instructional Coaches

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 5 Details	Reviews			

	Formative			Summative
Strategy 5: Implement the Solution Tree PLC model for collaborative planning where all teachers meet for during their common planning times or morning PLC planning times to offer colleague support and improve student academic performance.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student learning through improved instructional practice. **Staff Responsible for Monitoring:** SHS Principal SHS Assistant Principals SHS Academic Dean SHS Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199-General Fund	65%	75%	85%	✗

Strategy 6 Details	Reviews			

	Formative			Summative
Strategy 6: Create a guiding coalition to involve all stakeholders in campus instructional decision-making.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Standardize all campus instructional systems to identify and align all essential standards, evaluate data, and incorporate PLC questions during planning. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean Assistant Principals Department Chairs Librarian **TEA Priorities:** Build a foundation of reading and math, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199-General Fund	65%	70%	80%	✗

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: SEGUIN ISD

Campus Name: SEGUIN H S

Campus Number: 094901001

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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)	Continuously Enrolled	Non-Continuously 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%	58%	**58%**	63%	53%	71%	*	*	*	58%	21%	33%	58%	58%	55%	36%
	2022	65%	53%	**54%**	57%	50%	70%	*	*	-	29%	16%	30%	53%	56%	49%	26%
At Meets Grade Level or Above	2023	52%	34%	**35%**	31%	29%	53%	*	*	*	42%	8%	13%	34%	38%	31%	18%
	2022	47%	35%	**35%**	29%	29%	57%	*	*	-	29%	11%	0%	34%	37%	29%	6%
At Masters Grade Level	2023	13%	5%	**6%**	3%	4%	10%	*	*	*	17%	1%	0%	6%	6%	5%	1%
	2022	11%	5%	**5%**	3%	3%	14%	*	*	-	14%	2%	0%	5%	7%	3%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	63%	**63%**	68%	58%	79%	*	*	-	60%	25%	44%	62%	63%	59%	37%
	2022	72%	61%	**61%**	66%	56%	79%	*	-	-	42%	24%	75%	61%	61%	54%	24%
At Meets Grade Level or Above	2023	54%	38%	**39%**	39%	33%	61%	*	*	-	40%	10%	22%	41%	34%	35%	13%
	2022	55%	41%	**42%**	40%	36%	62%	*	-	-	25%	15%	38%	39%	51%	34%	14%
At Masters Grade Level	2023	9%	3%	**3%**	0%	2%	9%	*	*	-	0%	3%	0%	3%	3%	2%	0%
	2022	9%	4%	**4%**	0%	4%	7%	*	-	-	0%	7%	0%	4%	4%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	68%	**62%**	56%	60%	71%	*	*	*	100%	48%	67%	63%	60%	61%	58%
	2022	76%	63%	**56%**	50%	56%	58%	-	*	-	60%	34%	56%	52%	65%	51%	54%
At Meets Grade Level or Above	2023	43%	27%	**17%**	15%	15%	23%	*	*	*	17%	12%	11%	16%	19%	15%	15%
	2022	43%	26%	**17%**	11%	17%	22%	-	*	-	20%	13%	11%	15%	23%	16%	15%
At Masters Grade Level	2023	23%	12%	**4%**	0%	3%	6%	*	*	*	17%	2%	0%	3%	5%	3%	3%
	2022	27%	10%	**4%**	4%	3%	10%	-	*	-	20%	2%	0%	2%	9%	3%	6%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	80%	**81%**	76%	77%	92%	*	*	*	89%	54%	55%	81%	81%	78%	62%
	2022	83%	75%	**75%**	71%	73%	86%	*	*	-	43%	49%	75%	75%	74%	72%	57%
At Meets Grade Level or Above	2023	56%	42%	**43%**	38%	36%	67%	*	*	*	33%	17%	36%	42%	46%	39%	19%
	2022	55%	41%	**41%**	29%	36%	64%	*	*	-	29%	14%	25%	43%	37%	34%	21%
At Masters Grade Level	2023	21%	13%	**13%**	14%	10%	20%	*	*	*	11%	3%	0%	13%	13%	10%	4%
	2022	21%	12%	**12%**	4%	9%	26%	*	*	-	14%	2%	0%	12%	13%	9%	3%
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%	90%	**89%**	89%	87%	96%	*	-	-	86%	68%	100%	90%	86%	88%	73%
	2022	89%	86%	**85%**	70%	84%	92%	-	*	*	80%	52%	*	87%	79%	84%	59%
At Meets Grade Level or Above	2023	70%	57%	**57%**	44%	51%	78%	*	-	-	43%	26%	83%	59%	52%	52%	18%
	2022	68%	58%	**58%**	50%	50%	78%	-	*	*	60%	25%	*	57%	61%	51%	15%
At Masters Grade Level	2023	38%	26%	**27%**	22%	23%	39%	*	-	-	14%	8%	50%	28%	24%	23%	0%
	2022	42%	29%	**30%**	25%	23%	52%	-	*	*	20%	8%	*	29%	38%	22%	3%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	93%	**94%**	-	97%	90%	-	-	-	*	-	-	95%	83%	97%	*
	2022	92%	97%	**97%**	*	93%	100%	-	*	-	*	-	-	98%	80%	96%	*
At Meets Grade Level or Above	2023	61%	51%	**52%**	-	39%	67%	-	-	-	*	-	-	58%	0%	42%	*
	2022	64%	48%	**49%**	*	37%	59%	-	*	-	*	-	-	50%	40%	41%	*
At Masters Grade Level	2023	12%	3%	**3%**	-	0%	7%	-	-	-	*	-	-	3%	0%	0%	*
	2022	13%	3%	**3%**	*	3%	3%	-	*	-	*	-	-	3%	0%	4%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	67%	**70%**	70%	66%	82%	100%	70%	88%	76%	40%	54%	70%	69%	67%	51%
	2022	74%	63%	**66%**	63%	63%	79%	*	40%	*	49%	33%	58%	66%	66%	61%	43%
At Meets Grade Level or Above	2023	49%	37%	**38%**	34%	32%	58%	60%	60%	88%	37%	14%	28%	38%	37%	33%	17%
	2022	48%	34%	**38%**	32%	33%	59%	*	40%	*	30%	14%	19%	38%	40%	32%	14%
At Masters Grade Level	2023	20%	12%	**9%**	7%	7%	16%	20%	20%	0%	11%	3%	6%	9%	9%	7%	2%
	2022	23%	14%	**10%**	5%	8%	21%	*	20%	*	11%	4%	0%	10%	12%	7%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	**60%**	65%	56%	75%	*	60%	*	59%	23%	38%	60%	61%	57%	37%
	2022	75%	64%	**57%**	61%	52%	74%	*	*	-	37%	20%	50%	57%	58%	51%	25%
At Meets Grade Level or Above	2023	53%	40%	**37%**	35%	31%	57%	*	60%	*	41%	9%	17%	37%	36%	33%	15%
	2022	53%	39%	**38%**	34%	32%	60%	*	*	-	26%	12%	17%	37%	43%	31%	10%
At Masters Grade Level	2023	20%	12%	**5%**	2%	3%	10%	*	0%	*	9%	2%	0%	5%	5%	3%	1%
	2022	25%	16%	**5%**	1%	3%	10%	*	*	-	5%	5%	0%	4%	6%	3%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	63%	**65%**	56%	62%	75%	*	*	*	100%	48%	67%	67%	61%	63%	59%
	2022	72%	59%	**60%**	53%	58%	68%	-	*	-	67%	34%	56%	58%	65%	54%	54%

	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%	30%	**20%**	15%	17%	33%	*	*	*	25%	12%	11%	21%	18%	17%	16%
	2022	42%	27%	**20%**	17%	18%	31%	-	*	-	17%	13%	11%	19%	24%	17%	16%
At Masters Grade Level	2023	19%	10%	**3%**	0%	3%	7%	*	*	*	13%	2%	0%	3%	5%	3%	3%
	2022	20%	10%	**4%**	3%	3%	9%	-	*	-	17%	2%	0%	3%	9%	3%	6%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	72%	**81%**	76%	77%	92%	*	*	*	89%	54%	55%	81%	81%	78%	62%
	2022	76%	66%	**75%**	71%	73%	86%	*	*	-	43%	49%	75%	75%	74%	72%	57%
At Meets Grade Level or Above	2023	47%	39%	**43%**	38%	36%	67%	*	*	*	33%	17%	36%	42%	46%	39%	19%
	2022	47%	34%	**41%**	29%	36%	64%	*	*	-	29%	14%	25%	43%	37%	34%	21%
At Masters Grade Level	2023	18%	14%	**13%**	14%	10%	20%	*	*	*	11%	3%	0%	13%	13%	10%	4%
	2022	21%	12%	**12%**	4%	9%	26%	*	*	-	14%	2%	0%	12%	13%	9%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	71%	**89%**	89%	87%	96%	*	-	-	86%	68%	100%	90%	86%	88%	73%
	2022	75%	67%	**85%**	70%	84%	92%	-	*	*	80%	52%	*	87%	79%	84%	59%
At Meets Grade Level or Above	2023	52%	40%	**57%**	44%	51%	78%	*	-	-	43%	26%	83%	59%	52%	52%	18%
	2022	50%	38%	**58%**	50%	50%	78%	-	*	*	60%	25%	*	57%	61%	51%	15%
At Masters Grade Level	2023	27%	18%	**27%**	22%	23%	39%	*	-	-	14%	8%	50%	28%	24%	23%	0%
	2022	30%	19%	**30%**	25%	23%	52%	-	*	*	20%	8%	*	29%	38%	22%	3%

* 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%	49%	**50%**	45%	46%	56%	*	*	*	83%	30%	38%	49%	52%	47%	44%
End of Course English II	2023	74%	70%	**70%**	78%	66%	79%	*	*	-	60%	47%	50%	71%	64%	68%	52%
End of Course Algebra I	2023	76%	76%	**70%**	85%	70%	64%	*	-	*	*	73%	92%	71%	63%	71%	73%
All Grades Both Subjects	2023	64%	58%	**62%**	68%	60%	67%	*	*	*	73%	50%	57%	63%	60%	61%	56%
All Grades ELA/Reading	2023	63%	58%	**60%**	61%	57%	68%	*	*	*	73%	37%	43%	60%	58%	57%	48%
All Grades Mathematics	2023	66%	59%	**70%**	85%	70%	64%	*	-	*	*	73%	92%	71%	63%	71%	73%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	25%	**25%**	0%	23%	32%	*	*	-	*	7%	*	27%	17%	23%	17%
End of Course English II	2023	41%	36%	**36%**	63%	35%	38%	-	*	-	-	21%	33%	35%	40%	36%	26%
End of Course Algebra I	2023	58%	54%	**49%**	40%	49%	46%	*	-	*	*	45%	*	51%	41%	48%	41%
All Grades Both Subjects	2023	38%	33%	**38%**	38%	37%	39%	*	*	*	*	26%	43%	38%	35%	37%	29%
All Grades ELA/Reading	2023	35%	33%	**31%**	36%	30%	35%	*	*	-	*	14%	30%	31%	32%	30%	22%
All Grades Mathematics	2023	40%	33%	**49%**	40%	49%	46%	*	-	*	*	45%	*	51%	41%	48%	41%

* 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%	67%	**70%**	-	-	-	-	-	-	51%	-	51%	-	42%	72%	50%	100%
	2022	74%	63%	**66%**	-	-	-	-	-	-	40%	-	40%	-	*	68%	40%	74%
At Meets Grade Level or Above	2023	49%	37%	**38%**	-	-	-	-	-	-	16%	-	16%	-	25%	41%	16%	33%
	2022	48%	34%	**38%**	-	-	-	-	-	-	13%	-	13%	-	*	41%	13%	37%
At Masters Grade Level	2023	20%	12%	**9%**	-	-	-	-	-	-	2%	-	2%	-	0%	10%	2%	0%
	2022	23%	14%	**10%**	-	-	-	-	-	-	2%	-	2%	-	*	11%	2%	3%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	**60%**	-	-	-	-	-	-	36%	-	36%	-	*	63%	36%	*
	2022	75%	64%	**57%**	-	-	-	-	-	-	21%	-	21%	-	*	61%	22%	69%
At Meets Grade Level or Above	2023	53%	40%	**37%**	-	-	-	-	-	-	14%	-	14%	-	*	40%	15%	*
	2022	53%	39%	**38%**	-	-	-	-	-	-	7%	-	7%	-	*	41%	7%	38%
At Masters Grade Level	2023	20%	12%	**5%**	-	-	-	-	-	-	1%	-	1%	-	*	5%	1%	*
	2022	25%	16%	**5%**	-	-	-	-	-	-	0%	-	0%	-	*	5%	0%	0%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	63%	**65%**	-	-	-	-	-	-	59%	-	59%	-	*	66%	58%	100%
	2022	72%	59%	**60%**	-	-	-	-	-	-	55%	-	55%	-	*	61%	55%	56%
At Meets Grade Level or Above	2023	45%	30%	**20%**	-	-	-	-	-	-	15%	-	15%	-	*	21%	15%	13%
	2022	42%	27%	**20%**	-	-	-	-	-	-	17%	-	17%	-	*	21%	17%	22%
At Masters Grade Level	2023	19%	10%	**3%**	-	-	-	-	-	-	3%	-	3%	-	*	4%	3%	0%
	2022	20%	10%	**4%**	-	-	-	-	-	-	7%	-	7%	-	*	4%	7%	0%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	72%	**81%**	-	-	-	-	-	-	64%	-	64%	-	*	84%	61%	*
	2022	76%	66%	**75%**	-	-	-	-	-	-	52%	-	52%	-	*	77%	53%	89%
At Meets Grade Level or Above	2023	47%	39%	**43%**	-	-	-	-	-	-	19%	-	19%	-	*	47%	18%	*
	2022	47%	34%	**41%**	-	-	-	-	-	-	19%	-	19%	-	*	44%	20%	33%
At Masters Grade Level	2023	18%	14%	**13%**	-	-	-	-	-	-	4%	-	4%	-	*	14%	4%	*
	2022	21%	12%	**12%**	-	-	-	-	-	-	3%	-	3%	-	*	14%	3%	0%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	71%	**89%**	-	-	-	-	-	-	73%	-	73%	-	-	91%	73%	*
	2022	75%	67%	**85%**	-	-	-	-	-	-	57%	-	57%	-	-	88%	57%	*
At Meets Grade Level or Above	2023	52%	40%	**57%**	-	-	-	-	-	-	17%	-	17%	-	-	61%	17%	*
	2022	50%	38%	**58%**	-	-	-	-	-	-	14%	-	14%	-	-	61%	14%	*

	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%	18%	**27%**	-	-	-	-	-	-	0%	-	0%	-	-	30%	0%	*
	2022	30%	19%	**30%**	-	-	-	-	-	-	0%	-	0%	-	-	33%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	58%	**62%**	-	-	-	-	-	-	57%	-	57%	-	57%	63%	57%	*
All Grades ELA/Reading	2023	63%	58%	**60%**	-	-	-	-	-	-	49%	-	49%	-	*	61%	48%	*
All Grades Mathematics	2023	66%	59%	**70%**	-	-	-	-	-	-	74%	-	74%	-	*	69%	73%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	33%	**38%**	-	-	-	-	-	-	30%	-	30%	-	20%	39%	29%	-
All Grades ELA/Reading	2023	35%	33%	**31%**	-	-	-	-	-	-	23%	-	23%	-	*	33%	22%	-
All Grades Mathematics	2023	40%	33%	**49%**	-	-	-	-	-	-	42%	-	42%	-	*	50%	41%	-

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

\- Indicates there are no students in the group.

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

	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%	**97%**	97%	97%	98%	100%	100%	100%	98%	95%	98%	97%	97%	97%	98%
Included in Accountability	93%	93%	**91%**	92%	90%	94%	83%	100%	100%	90%	91%	91%	94%	82%	92%	81%
Not Included in Accountability: Mobile	4%	5%	**4%**	5%	4%	3%	17%	0%	0%	8%	3%	7%	2%	10%	3%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	3%	0%	0%	0%	0%	0%	1%	0%	1%	5%	2%	15%
Not Tested	1%	1%	**3%**	3%	3%	2%	0%	0%	0%	2%	5%	2%	3%	3%	3%	2%
Absent	1%	1%	**2%**	2%	3%	1%	0%	0%	0%	0%	5%	2%	2%	3%	3%	1%
Other	0%	0%	**1%**	1%	1%	1%	0%	0%	0%	2%	0%	0%	1%	0%	1%	0%
Reading																
Assessment Participant	99%	99%	**98%**	97%	98%	99%	*	100%	*	100%	96%	100%	98%	98%	98%	100%
Included in Accountability	92%	93%	**91%**	90%	89%	96%	*	100%	*	96%	91%	92%	95%	81%	92%	74%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	4%	2%	*	0%	*	4%	3%	8%	2%	9%	3%	2%
Not Included in Accountability: Other Exclusions	3%	2%	**3%**	0%	4%	1%	*	0%	*	0%	2%	0%	2%	8%	3%	23%
Not Tested	1%	1%	**2%**	3%	2%	1%	*	0%	*	0%	4%	0%	2%	2%	2%	0%
Absent	1%	1%	**2%**	3%	2%	1%	*	0%	*	0%	4%	0%	2%	2%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**94%**	97%	94%	92%	*	*	*	89%	93%	91%	93%	95%	94%	94%
Included in Accountability	94%	93%	**88%**	90%	88%	88%	*	*	*	89%	88%	82%	91%	78%	90%	84%
Not Included in Accountability: Mobile	5%	5%	**5%**	7%	5%	4%	*	*	*	0%	5%	9%	2%	14%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	*	*	0%	0%	0%	0%	3%	0%	6%
Not Tested	1%	1%	**6%**	3%	6%	8%	*	*	*	11%	7%	9%	7%	5%	6%	6%
Absent	1%	1%	**2%**	0%	3%	2%	*	*	*	0%	7%	9%	2%	4%	3%	5%
Other	0%	1%	**4%**	3%	3%	6%	*	*	*	11%	0%	0%	5%	2%	3%	1%
Science																
Assessment Participant	99%	98%	**97%**	97%	97%	98%	*	*	*	100%	94%	100%	97%	96%	97%	98%
Included in Accountability	93%	93%	**92%**	97%	92%	93%	*	*	*	90%	89%	92%	95%	84%	93%	91%
Not Included in Accountability: Mobile	4%	5%	**4%**	0%	5%	4%	*	*	*	10%	5%	8%	2%	10%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	1%	*	*	*	0%	0%	0%	0%	2%	1%	4%
Not Tested	1%	2%	**3%**	3%	3%	2%	*	*	*	0%	6%	0%	3%	4%	3%	2%

	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%	2%	**3%**	3%	3%	2%	*	*	*	0%	6%	0%	3%	4%	3%	2%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**98%**	97%	97%	100%	*	-	-	100%	95%	100%	98%	97%	97%	100%
Included in Accountability	94%	94%	**94%**	93%	93%	98%	*	-	-	78%	94%	100%	97%	85%	94%	91%
Not Included in Accountability: Mobile	4%	4%	**2%**	3%	2%	2%	*	-	-	22%	1%	0%	1%	8%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	-	-	0%	0%	0%	0%	4%	1%	9%
Not Tested	1%	1%	**2%**	3%	3%	0%	*	-	-	0%	5%	0%	2%	3%	3%	0%
Absent	1%	1%	**2%**	3%	3%	0%	*	-	-	0%	5%	0%	2%	3%	3%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	70%	**69%**	*	65%	77%	-	-	-	*	-	-	69%	67%	63%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**95%**	95%	94%	97%	*	100%	*	92%	95%	100%	95%	95%	94%	97%
Included in Accountability	93%	93%	**89%**	93%	88%	93%	*	100%	*	70%	89%	84%	92%	79%	90%	81%
Not Included in Accountability: Mobile	5%	4%	**4%**	2%	4%	4%	*	0%	*	23%	5%	16%	2%	12%	3%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	1%	2%	0%	*	0%	*	0%	1%	0%	0%	4%	1%	12%
Not Tested	1%	2%	**5%**	5%	6%	3%	*	0%	*	8%	5%	0%	5%	5%	6%	3%
Absent	1%	2%	**5%**	5%	5%	2%	*	0%	*	6%	5%	0%	5%	5%	6%	3%
Other	0%	0%	**1%**	0%	1%	1%	*	0%	*	2%	0%	0%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**96%**	96%	96%	98%	*	*	-	88%	94%	100%	96%	96%	95%	98%
Included in Accountability	92%	93%	**89%**	92%	88%	93%	*	*	-	73%	87%	82%	93%	77%	90%	73%
Not Included in Accountability: Mobile	5%	5%	**5%**	3%	5%	5%	*	*	-	15%	6%	18%	2%	13%	3%	4%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	1%	3%	0%	*	*	-	0%	2%	0%	1%	7%	2%	21%
Not Tested	1%	2%	**4%**	4%	4%	2%	*	*	-	12%	6%	0%	4%	4%	5%	2%
Absent	1%	2%	**4%**	4%	4%	2%	*	*	-	12%	6%	0%	4%	4%	5%	2%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**92%**	94%	91%	94%	-	*	-	90%	96%	100%	91%	94%	93%	95%
Included in Accountability	93%	93%	**87%**	94%	86%	87%	-	*	-	60%	90%	82%	89%	80%	90%	87%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**5%**	0%	5%	7%	-	*	-	30%	6%	18%	2%	13%	3%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	2%	**8%**	6%	9%	6%	-	*	-	10%	4%	0%	9%	6%	7%	5%
Absent	1%	1%	**5%**	6%	6%	0%	-	*	-	0%	4%	0%	5%	4%	6%	5%
Other	0%	1%	**3%**	0%	2%	6%	-	*	-	10%	0%	0%	4%	1%	1%	0%
Science																
Assessment Participant	98%	97%	**93%**	97%	91%	99%	*	*	-	100%	94%	100%	92%	93%	91%	93%
Included in Accountability	93%	92%	**88%**	93%	87%	94%	*	*	-	64%	89%	89%	91%	81%	89%	89%
Not Included in Accountability: Mobile	4%	4%	**4%**	3%	4%	4%	*	*	-	36%	5%	11%	1%	12%	3%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	3%	**7%**	3%	9%	1%	*	*	-	0%	6%	0%	8%	7%	9%	7%
Absent	1%	3%	**7%**	3%	9%	1%	*	*	-	0%	6%	0%	7%	6%	8%	6%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	1%	0%	0%	0%	0%	1%
Social Studies																
Assessment Participant	98%	98%	**97%**	91%	98%	97%	-	*	*	100%	98%	*	98%	93%	96%	100%
Included in Accountability	94%	96%	**95%**	91%	95%	95%	-	*	*	83%	96%	*	97%	84%	95%	89%
Not Included in Accountability: Mobile	4%	2%	**2%**	0%	2%	2%	-	*	*	17%	2%	*	1%	6%	1%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	1%	-	*	*	0%	0%	*	0%	3%	1%	7%
Not Tested	2%	2%	**3%**	9%	2%	3%	-	*	*	0%	2%	*	2%	7%	4%	0%
Absent	1%	2%	**3%**	9%	2%	3%	-	*	*	0%	2%	*	2%	7%	4%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	72%	**73%**	*	68%	78%	-	*	-	*	-	-	75%	56%	77%	*

* 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%	90.0%	**87.1%**	87.6%	85.8%	90.5%	*	*	*	85.4%	83.9%	84.9%	86.8%
2020-21	95.0%	93.0%	**93.5%**	92.6%	93.3%	94.1%	*	*	*	94.2%	91.7%	92.6%	91.4%
Chronic Absenteeism													
2021-22	25.7%	34.7%	**43.7%**	45.3%	47.9%	30.9%	*	*	*	50.0%	54.6%	51.8%	41.2%
2020-21	15.0%	22.5%	**21.3%**	24.4%	22.0%	19.2%	*	0.0%	*	16.7%	31.1%	25.6%	33.6%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	**0.4%**	0.0%	0.6%	0.0%	0.0%	*	*	0.0%	0.7%	0.4%	2.9%
2020-21	2.4%	0.6%	**0.2%**	1.1%	0.2%	0.2%	*	0.0%	*	0.0%	0.0%	0.4%	0.7%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	88.4%	**93.0%**	95.0%	92.4%	93.5%	*	*	*	100.0%	68.9%	90.7%	87.0%
Received TxCHSE	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	4.6%	**5.3%**	5.0%	5.8%	4.3%	*	*	*	0.0%	28.9%	6.7%	8.7%
Dropped Out	6.4%	6.8%	**1.8%**	0.0%	1.8%	2.2%	*	*	*	0.0%	2.2%	2.7%	4.3%
Graduates and TxCHSE	90.0%	88.6%	**93.0%**	95.0%	92.4%	93.5%	*	*	*	100.0%	68.9%	90.7%	87.0%
Graduates, TxCHSE, and Continuers	93.6%	93.2%	**98.2%**	100.0%	98.2%	97.8%	*	*	*	100.0%	97.8%	97.3%	95.7%
Class of 2021													
Graduated	90.0%	89.5%	**94.5%**	88.9%	93.4%	97.2%	-	*	-	*	79.4%	93.5%	92.0%
Received TxCHSE	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	2.4%	**2.9%**	0.0%	3.9%	0.9%	-	*	-	*	20.6%	2.5%	0.0%
Dropped Out	5.8%	7.9%	**2.6%**	11.1%	2.7%	1.8%	-	*	-	*	0.0%	4.0%	8.0%
Graduates and TxCHSE	90.3%	89.7%	**94.5%**	88.9%	93.4%	97.2%	-	*	-	*	79.4%	93.5%	92.0%
Graduates, TxCHSE, and Continuers	94.2%	92.1%	**97.4%**	88.9%	97.3%	98.2%	-	*	-	*	100.0%	96.0%	92.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.2%	**96.3%**	88.9%	95.7%	98.2%	-	*	-	*	88.9%	94.5%	92.0%
Received TxCHSE	0.4%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.0%	0.9%	**1.1%**	0.0%	1.6%	0.0%	-	*	-	*	11.1%	1.5%	0.0%
Dropped Out	6.3%	7.7%	**2.7%**	11.1%	2.8%	1.8%	-	*	-	*	0.0%	4.0%	8.0%
Graduates and TxCHSE	92.7%	91.4%	**96.3%**	88.9%	95.7%	98.2%	-	*	-	*	88.9%	94.5%	92.0%
Graduates, TxCHSE, and Continuers	93.7%	92.3%	**97.3%**	88.9%	97.2%	98.2%	-	*	-	*	100.0%	96.0%	92.0%

	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%	91.6%	**95.4%**	95.7%	94.6%	97.6%	-	*	*	*	76.3%	95.8%	86.7%
Received TxCHSE	0.5%	0.4%	**0.2%**	0.0%	0.4%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Continued HS	1.1%	1.9%	**2.2%**	4.3%	2.3%	0.8%	-	*	*	*	18.4%	1.3%	6.7%
Dropped Out	6.2%	6.1%	**2.2%**	0.0%	2.7%	1.6%	-	*	*	*	5.3%	2.9%	6.7%
Graduates and TxCHSE	92.7%	92.1%	**95.6%**	95.7%	95.0%	97.6%	-	*	*	*	76.3%	95.8%	86.7%
Graduates, TxCHSE, and Continuers	93.8%	93.9%	**97.8%**	100.0%	97.3%	98.4%	-	*	*	*	94.7%	97.1%	93.3%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	92.1%	**95.9%**	95.7%	95.3%	97.6%	-	*	*	*	78.9%	95.4%	92.9%
Received TxCHSE	0.5%	0.6%	**0.2%**	0.0%	0.4%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Continued HS	0.5%	1.5%	**1.7%**	4.3%	1.6%	0.8%	-	*	*	*	15.8%	1.7%	0.0%
Dropped Out	6.2%	5.9%	**2.2%**	0.0%	2.7%	1.6%	-	*	*	*	5.3%	2.9%	7.1%
Graduates and TxCHSE	93.2%	92.7%	**96.1%**	95.7%	95.7%	97.6%	-	*	*	*	78.9%	95.4%	92.9%
Graduates, TxCHSE, and Continuers	93.8%	94.1%	**97.8%**	100.0%	97.3%	98.4%	-	*	*	*	94.7%	97.1%	92.9%
Class of 2019													
Graduated	92.6%	95.3%	**96.9%**	100.0%	96.1%	97.8%	-	*	-	100.0%	85.7%	96.0%	90.9%
Received TxCHSE	0.6%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	1.6%	**1.9%**	0.0%	2.7%	0.7%	-	*	-	0.0%	14.3%	3.1%	0.0%
Dropped Out	6.2%	2.2%	**1.2%**	0.0%	1.2%	1.5%	-	*	-	0.0%	0.0%	0.9%	9.1%
Graduates and TxCHSE	93.2%	96.1%	**96.9%**	100.0%	96.1%	97.8%	-	*	-	100.0%	85.7%	96.0%	90.9%
Graduates, TxCHSE, and Continuers	93.8%	97.8%	**98.8%**	100.0%	98.8%	98.5%	-	*	-	100.0%	100.0%	99.1%	90.9%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.4%	**93.0%**	95.0%	92.4%	93.5%	*	*	*	100.0%	68.9%	90.7%	87.0%
Class of 2021	90.0%	89.1%	**94.2%**	88.9%	93.0%	97.2%	-	*	-	*	79.4%	93.0%	92.3%
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%	2.8%	**0.3%**	0.0%	0.4%	0.0%	*	*	*	0.0%	3.2%	0.0%	0.0%
Class of 2021	3.8%	1.2%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	69.7%	**69.8%**	73.7%	66.9%	78.2%	*	*	*	60.0%	41.9%	62.3%	40.0%
Class of 2021	81.9%	69.4%	**71.2%**	87.5%	65.3%	82.1%	-	*	-	*	18.5%	66.3%	26.1%
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%	72.5%	**70.1%**	73.7%	67.3%	78.2%	*	*	*	60.0%	45.2%	62.3%	40.0%
Class of 2021	85.7%	70.6%	**71.2%**	87.5%	65.3%	82.1%	-	*	-	*	18.5%	66.3%	26.1%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.8%	**0.5%**	0.0%	0.4%	1.1%	*	*	*	0.0%	4.5%	0.0%	0.0%
2020-21	3.8%	3.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	68.2%	**66.6%**	73.7%	63.2%	75.6%	*	*	*	60.0%	29.5%	58.9%	50.0%
2020-21	80.4%	65.2%	**68.2%**	70.0%	63.2%	78.7%	-	*	-	*	14.3%	64.3%	22.2%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	70.0%	**67.1%**	73.7%	63.6%	76.7%	*	*	*	60.0%	34.1%	58.9%	50.0%
2020-21	84.1%	68.3%	**68.2%**	70.0%	63.2%	78.7%	-	*	-	*	14.3%	64.3%	22.2%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	386	100.0%	456	368,686
By Ethnicity:				
African American	19	4.9%	24	45,227
Hispanic	269	69.7%	321	191,125
White	90	23.3%	103	103,171
American Indian	1	0.3%	1	1,159
Asian	1	0.3%	1	18,794
Pacific Islander	1	0.3%	1	569
Two or More Races	5	1.3%	5	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)	127	32.9%	137	51,023
Foundation H.S. Program (Endorsement)	2	0.5%	8	14,179
Foundation H.S. Program (DLA)	257	66.6%	311	302,917
Special Education Graduates	44	11.4%	49	32,447
Economically Disadvantaged Graduates	207	53.6%	261	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	18	4.7%	23	40,398
At-Risk Graduates	206	53.4%	255	159,689
CTE Completers	91	23.6%	91	107,502

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%	50.9%	**57.3%**	42.1%	54.6%	66.7%	*	*	*	80.0%	84.1%	48.8%	33.3%
2020-21	65.2%	40.1%	**45.1%**	40.0%	39.5%	61.1%	-	*	-	*	48.6%	40.8%	11.1%
				College Ready Graduates									
College Ready (Annual Graduates)													
2021-22	52.9%	34.4%	**39.4%**	26.3%	36.1%	51.1%	*	*	*	60.0%	4.5%	30.9%	5.6%
2020-21	52.7%	32.6%	**36.1%**	30.0%	30.4%	51.9%	-	*	-	*	2.9%	28.6%	0.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	45.2%	**49.0%**	31.6%	43.9%	66.7%	*	*	*	80.0%	9.1%	43.0%	5.6%
2020-21	56.1%	57.2%	**61.8%**	60.0%	57.7%	75.0%	-	*	-	*	14.3%	54.1%	7.4%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	31.8%	**36.3%**	21.1%	33.8%	45.6%	*	*	*	60.0%	2.3%	29.5%	5.6%
2020-21	45.7%	27.1%	**30.0%**	20.0%	24.1%	44.4%	-	*	-	*	0.0%	22.4%	7.4%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	28.7%	**32.6%**	15.8%	29.4%	44.4%	*	*	*	60.0%	2.3%	26.1%	5.6%
2020-21	40.4%	25.7%	**29.2%**	20.0%	23.7%	44.4%	-	*	-	*	0.0%	21.4%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	8.1%	**9.6%**	10.5%	5.9%	18.9%	*	*	*	40.0%	0.0%	3.4%	0.0%
2020-21	21.3%	9.8%	**11.7%**	0.0%	7.1%	24.1%	-	*	-	*	0.0%	6.1%	0.0%
Associate Degree (Annual Graduates)													
2021-22	2.4%	1.8%	**2.1%**	0.0%	1.9%	3.3%	*	*	*	0.0%	0.0%	1.9%	0.0%
2020-21	2.6%	3.5%	**4.2%**	10.0%	4.3%	3.7%	-	*	-	*	0.0%	2.6%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	20.4%	**23.8%**	21.1%	20.4%	34.4%	*	*	*	40.0%	2.3%	15.5%	5.6%
2020-21	25.9%	22.6%	**25.2%**	30.0%	21.7%	34.3%	-	*	-	*	2.9%	16.3%	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%	0.0%
2020-21	4.4%	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%	23.0%	**25.6%**	15.8%	24.9%	30.0%	*	*	*	20.0%	84.1%	22.7%	27.8%
2020-21	24.2%	11.5%	**13.8%**	10.0%	13.8%	14.8%	-	*	-	*	45.7%	17.9%	11.1%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	14.9%	**17.4%**	5.3%	16.7%	22.2%	*	*	*	20.0%	11.4%	13.5%	22.2%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	8.4%	**10.1%**	10.0%	9.9%	11.1%	-	*	-	*	5.7%	12.2%	0.0%
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%	0.0%
2020-21	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	4.8%	**5.4%**	10.5%	5.2%	5.6%	*	*	*	0.0%	47.7%	6.8%	5.6%
2020-21	2.4%	2.2%	**2.7%**	0.0%	3.2%	1.9%	-	*	-	*	28.6%	4.1%	7.4%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	4.2%	**3.9%**	0.0%	4.1%	3.3%	*	*	*	0.0%	34.1%	3.4%	0.0%
2020-21	4.4%	1.1%	**1.3%**	0.0%	1.2%	1.9%	-	*	-	*	14.3%	2.0%	3.7%

	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%	40.8%	**44.3%**	21.1%	39.8%	61.1%	*	*	*	80.0%	4.5%	37.2%	0.0%
	2020-21	25.9%	52.8%	**56.5%**	60.0%	51.8%	70.4%	-	*	-	*	2.9%	45.9%	7.4%
Mathematics	2021-22	18.7%	26.5%	**30.1%**	10.5%	26.8%	42.2%	*	*	*	60.0%	2.3%	22.2%	0.0%
	2020-21	19.4%	25.9%	**28.6%**	20.0%	23.3%	41.7%	-	*	-	*	0.0%	20.4%	7.4%
Both Subjects	2021-22	12.6%	24.3%	**27.5%**	10.5%	23.4%	41.1%	*	*	*	60.0%	2.3%	19.8%	0.0%
	2020-21	14.4%	24.6%	**27.9%**	20.0%	22.9%	41.7%	-	*	-	*	0.0%	19.4%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	3.1%	**3.6%**	15.8%	3.3%	2.2%	*	*	*	0.0%	0.0%	4.8%	5.6%
	2020-21	8.6%	4.9%	**5.8%**	0.0%	7.1%	3.7%	-	*	-	*	11.4%	8.7%	0.0%
Mathematics	2021-22	14.0%	5.7%	**6.7%**	10.5%	7.4%	4.4%	*	*	*	0.0%	0.0%	7.7%	5.6%
	2020-21	10.3%	0.9%	**1.1%**	0.0%	0.8%	1.9%	-	*	-	*	0.0%	1.5%	0.0%
Both Subjects	2021-22	7.5%	2.0%	**2.3%**	5.3%	2.6%	1.1%	*	*	*	0.0%	0.0%	3.4%	5.6%
	2020-21	4.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	9.9%	**11.0%**	5.3%	8.1%	18.7%	*	*	*	22.2%	2.9%	4.8%	0.0%
	2021	21.1%	11.1%	**12.6%**	12.1%	10.2%	19.2%	*	0.0%	*	12.5%	3.6%	6.7%	0.0%
English Language Arts	2022	13.2%	6.0%	**6.7%**	2.6%	5.5%	9.6%	*	*	*	22.2%	1.0%	3.1%	0.0%
	2021	12.1%	7.1%	**8.0%**	6.1%	5.8%	14.1%	*	0.0%	*	12.5%	0.9%	4.2%	0.0%
Mathematics	2022	6.9%	2.4%	**2.6%**	2.6%	1.1%	6.8%	*	*	*	0.0%	1.0%	1.1%	0.0%
	2021	6.1%	0.5%	**0.6%**	0.0%	0.4%	1.4%	*	0.0%	*	0.0%	0.0%	0.2%	0.0%
Science	2022	9.6%	1.1%	**1.2%**	0.0%	0.2%	4.1%	*	*	*	0.0%	0.0%	0.2%	0.0%
	2021	8.7%	2.9%	**3.3%**	3.0%	2.0%	7.0%	*	0.0%	*	0.0%	0.0%	2.4%	0.0%
Social Studies	2022	12.5%	3.9%	**4.3%**	0.0%	3.5%	6.4%	*	*	*	22.2%	0.0%	1.8%	0.0%
	2021	11.6%	8.0%	**9.0%**	3.0%	7.3%	14.6%	*	0.0%	*	12.5%	2.7%	4.7%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	37.0%	**37.0%**	*	32.6%	36.6%	-	*	-	*	*	18.2%	-
	2021	48.6%	28.4%	**28.4%**	*	21.4%	41.5%	-	-	-	*	*	26.7%	-
English Language Arts	2022	53.2%	51.8%	**51.8%**	*	45.2%	57.1%	-	*	-	*	*	28.6%	-
	2021	42.7%	23.1%	**23.1%**	*	18.8%	30.0%	-	-	-	*	*	21.1%	-
Mathematics	2022	50.4%	31.8%	**31.8%**	*	0.0%	40.0%	-	-	-	-	*	0.0%	-
	2021	49.4%	0.0%	**0.0%**	-	*	*	-	-	-	-	-	*	-
Science	2022	44.7%	70.0%	**70.0%**	-	*	66.7%	-	-	-	-	-	*	-
	2021	41.4%	44.4%	**44.4%**	*	27.3%	60.0%	-	-	-	-	-	27.3%	-

	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%	2.8%	**2.8%**	-	0.0%	7.1%	-	-	-	*	-	0.0%	-
	2021	42.2%	16.4%	**16.4%**	*	10.0%	25.8%	-	-	-	*	*	9.5%	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	39.3%	**43.0%**	68.4%	36.4%	56.7%	*	*	*	40.0%	15.9%	37.2%	9.5%
	2020-21	70.8%	23.5%	**27.3%**	30.0%	22.9%	38.0%	-	*	-	*	8.6%	19.3%	0.0%
At/Above Criterion for All Examinees	2021-22	32.1%	22.9%	**24.7%**	15.4%	14.3%	45.1%	*	*	-	*	0.0%	15.6%	*
	2020-21	32.9%	43.4%	**43.7%**	*	37.9%	53.7%	-	-	-	*	*	26.3%	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	965	**973**	872	938	1068	*	*	-	*	806	933	*
	2020-21	1002	1038	**1039**	1050	1006	1086	-	-	-	850	770	979	-
English Language Arts and Writing	2021-22	506	490	**492**	439	475	540	*	*	-	*	424	471	*
	2020-21	504	529	**529**	553	510	556	-	-	-	410	363	496	-
Mathematics	2021-22	496	475	**481**	432	462	528	*	*	-	*	381	462	*
	2020-21	498	509	**510**	497	496	530	-	-	-	440	407	483	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	21.7	**21.7**	*	18.3	26.1	-	*	-	-	-	*	-
	2020-21	20.0	20.6	**20.6**	24.0	18.0	25.0	-	-	-	-	-	16.4	-
English Language Arts	2021-22	19.2	21.2	**21.2**	*	17.6	25.9	-	*	-	-	-	*	-
	2020-21	19.6	20.9	**20.9**	26.0	18.1	25.3	-	-	-	-	-	16.1	-
Mathematics	2021-22	19.3	21.2	**21.2**	*	17.3	26.3	-	*	-	-	-	*	-
	2020-21	19.9	19.0	**19.0**	19.0	16.5	24.0	-	-	-	-	-	15.9	-
Science	2021-22	19.8	22.3	**22.3**	*	19.5	25.8	-	*	-	-	-	*	-
	2020-21	20.3	21.0	**21.0**	24.0	18.5	25.3	-	-	-	-	-	17.1	-

	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%	30.7%	**30.4%**	27.3%	26.8%	41.9%	*	*	*	28.6%	10.6%	24.7%	13.9%
	2020-21	42.5%	29.9%	**29.3%**	30.9%	26.6%	36.5%	*	66.7%	*	25.0%	7.9%	23.6%	11.0%
English Language Arts	2021-22	16.6%	16.0%	**14.9%**	11.9%	12.9%	21.2%	*	*	*	17.9%	2.1%	11.4%	7.7%
	2020-21	16.3%	14.1%	**12.5%**	9.0%	10.7%	18.5%	*	0.0%	*	8.3%	2.3%	8.6%	0.8%
Mathematics	2021-22	19.9%	7.5%	**7.8%**	6.3%	5.6%	14.0%	*	*	*	19.2%	0.9%	5.0%	0.0%
	2020-21	19.3%	7.1%	**7.4%**	5.3%	5.7%	12.6%	*	20.0%	*	4.2%	0.0%	4.6%	1.7%
Science	2021-22	21.1%	12.1%	**12.6%**	12.3%	11.1%	17.1%	*	*	*	7.4%	3.1%	10.0%	3.7%
	2020-21	20.6%	12.8%	**13.5%**	15.8%	12.7%	15.1%	*	33.3%	*	12.5%	1.9%	11.8%	5.2%
Social Studies	2021-22	22.8%	13.2%	**13.7%**	9.3%	10.2%	24.8%	*	*	*	14.3%	0.4%	9.0%	1.4%
	2020-21	22.8%	11.6%	**12.3%**	10.1%	9.8%	19.7%	*	16.7%	*	8.3%	1.4%	6.6%	0.8%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	28.6%	**32.4%**	20.0%	27.7%	43.5%	-	*	-	*	11.4%	24.9%	13.8%
	2019-20	46.1%	32.6%	**36.9%**	52.4%	30.9%	45.4%	-	*	-	*	0.0%	29.3%	6.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	
	Count	Percent	District	State	Count	Percent	District	State
Total Students	2,099	100.0%	7,197	5,504,150	2,101	100.0%	7,239	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.9%	0.7%	0	0.0%	1.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	7.1%	7.2%	0	0.0%	7.0%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.1%
Grade 5	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	6.6%	7.3%	0	0.0%	6.5%	7.2%
Grade 7	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.8%	7.7%	0	0.0%	7.7%	7.7%
Grade 9	710	33.8%	10.2%	8.7%	711	33.8%	10.1%	8.7%
Grade 10	561	26.7%	8.1%	7.9%	561	26.7%	8.1%	7.9%
Grade 11	435	20.7%	6.3%	7.0%	435	20.7%	6.3%	7.0%
Grade 12	393	18.7%	6.0%	6.6%	394	18.8%	6.0%	6.6%
Ethnic Distribution:								
African American	85	4.0%	3.6%	12.8%	85	4.0%	3.6%	12.8%
Hispanic	1,452	69.2%	70.6%	53.0%	1,453	69.2%	70.5%	52.9%
White	520	24.8%	23.5%	25.6%	521	24.8%	23.7%	25.7%
American Indian	4	0.2%	0.2%	0.3%	4	0.2%	0.2%	0.3%
Asian	5	0.2%	0.3%	5.1%	5	0.2%	0.3%	5.1%
Pacific Islander	5	0.2%	0.1%	0.2%	5	0.2%	0.1%	0.2%
Two or More Races	28	1.3%	1.7%	3.0%	28	1.3%	1.7%	3.0%
Sex:								
Female	994	47.4%	48.0%	48.8%	994	47.3%	48.0%	48.8%
Male	1,105	52.6%	52.0%	51.2%	1,107	52.7%	52.0%	51.2%
Economically Disadvantaged	1,492	71.1%	77.4%	62.1%	1,493	71.1%	77.2%	62.0%
Non-Educationally Disadvantaged	607	28.9%	22.6%	37.9%	608	28.9%	22.8%	38.0%
Section 504 Students	226	10.8%	7.5%	7.4%	226	10.8%	7.5%	7.4%
EB Students/EL	192	9.1%	12.9%	23.1%	192	9.1%	12.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	146	6.5%	3.4%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	116	5.5%	4.3%	5.5%	116	5.5%	4.3%	5.5%
Foster Care	4	0.2%	0.3%	0.2%	4	0.2%	0.3%	0.2%
Homeless	11	0.5%	1.3%	1.3%	11	0.5%	1.3%	1.3%
Immigrant	28	1.3%	1.3%	2.2%	28	1.3%	1.3%	2.2%
Migrant	2	0.1%	0.2%	0.3%	2	0.1%	0.2%	0.3%
Title I	11	0.5%	58.4%	64.6%	11	0.5%	58.6%	64.6%
Military Connected	15	0.7%	1.3%	3.6%	15	0.7%	1.3%	3.6%
At-Risk	1,189	56.6%	60.8%	53.3%	1,190	56.6%	60.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	186	8.9%	14.0%	23.2%	186	8.9%	13.9%	23.2%
Career and Technical Education	1,298	61.8%	19.9%	26.5%	1,298	61.8%	19.8%	26.5%
Career and Technical Education (9-12 grades only)	1,298	61.8%	59.4%	72.3%	1,298	61.8%	59.3%	72.2%
Gifted and Talented Education	166	7.9%	7.8%	8.2%	166	7.9%	7.7%	8.2%
Special Education	292	13.9%	16.0%	12.6%	293	13.9%	16.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	292							
By Type of Primary Disability Students with Intellectual Disabilities	179	61.3%	40.8%	44.1%				
Students with Physical Disabilities	6	2.1%	19.2%	20.0%				
Students with Autism	38	13.0%	18.3%	15.5%				
Students with Behavioral Disabilities	69	23.6%	19.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	437	19.5%	23.0%	16.8%				
By Ethnicity: African American	28	1.2%	1.3%	3.3%				
Hispanic	306	13.7%	16.3%	8.7%				
White	90	4.0%	4.9%	3.4%				
American Indian	2	0.1%	0.0%	0.1%				
Asian	2	0.1%	0.1%	0.7%				
Pacific Islander	1	0.0%	0.0%	0.0%				
Two or More Races	8	0.4%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	59	19.7%	23.0%	18.6%				
Count and Percent of EB Students/EL who are Mobile	51	29.7%	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	302	22.5%	23.7%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	335	19.5%	19.1%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.7%	1.5%	-	1.6%	4.5%
Grade 1	-	0.5%	2.5%	-	2.3%	3.6%
Grade 2	-	0.5%	1.6%	-	1.1%	2.0%
Grade 3	-	0.7%	0.8%	-	0.0%	0.9%
Grade 4	-	0.2%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	22.8%	24.8%	8.7%	42.2%	41.5%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.4	18.7
Grade 1	-	17.6	19.1
Grade 2	-	18.6	19.1
Grade 3	-	18.9	19.3
Grade 4	-	18.2	19.4
Grade 5	-	18.1	20.8
Grade 6	-	16.6	19.2
Secondary:			
English/Language Arts	17.6	12.6	16.2
Foreign Languages	23.2	21.4	18.8
Mathematics	17.4	15.1	17.5
Science	20.8	17.5	18.5
Social Studies	21.0	17.7	18.9

| Staff Information | --------- Campus --------- | | District | State |
	Count/Average	Percent	District	State
Total Staff	164.2	100.0%	100.0%	100.0%
Professional Staff:	155.4	94.7%	62.0%	64.1%
Teachers	127.4	77.6%	43.8%	48.7%
Professional Support	18.1	11.0%	13.7%	10.9%
Campus Administration (School Leadership)	10.0	6.1%	3.3%	3.3%
Educational Aides:	8.8	5.3%	10.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	8.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	5.0	n/a	23.0	13,815.0
Part-time Counselors	1.0	n/a	1.0	1,240.0
Total Minority Staff:	67.6	41.2%	51.2%	53.2%
Teachers by Ethnicity:				
African American	8.7	6.9%	3.3%	11.8%
Hispanic	40.0	31.4%	34.7%	29.6%
White	75.6	59.4%	60.7%	54.9%
American Indian	1.0	0.8%	0.2%	0.3%
Asian	1.0	0.8%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	0.8%	0.4%	1.2%
Teachers by Sex:				
Males	51.6	40.5%	22.4%	24.4%
Females	75.8	59.5%	77.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	83.6	65.6%	73.8%	72.2%
Masters	43.8	34.4%	26.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	17.7	13.9%	10.0%	9.7%
1-5 Years Experience	48.0	37.7%	36.9%	26.3%
6-10 Years Experience	20.8	16.4%	18.2%	20.5%
11-20 Years Experience	26.9	21.1%	22.7%	27.2%
21-30 Years Experience	12.9	10.1%	10.3%	13.3%
Over 30 Years Experience	1.0	0.8%	1.9%	2.9%

| Staff Information | --------- Campus --------- | | | |
	Count/Average	Percent	District	State
Number of Students per Teacher	16.5	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	3.8	6.1
Average Years Experience of Principals with District	8.0	3.5	5.3
Average Years Experience of Assistant Principals	4.0	3.6	5.2
Average Years Experience of Assistant Principals with District	4.0	2.7	4.4
Average Years Experience of Teachers:	8.4	8.9	11.0
Average Years Experience of Teachers with District:	5.0	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$56,484	$55,464	$53,300
1-5 Years Experience	$56,523	$56,117	$56,516
6-10 Years Experience	$58,473	$57,457	$59,732
11-20 Years Experience	$61,741	$61,136	$63,389
21-30 Years Experience	$65,496	$64,963	$67,876
Over 30 Years Experience	$75,528	$72,352	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$58,997	$58,649	$60,717
Professional Support	$69,564	$69,764	$72,022
Campus Administration (School Leadership)	$93,995	$87,217	$85,167
Instructional Staff Percent:	n/a	60.2%	65.1%
Contracted Instructional Staff (not incl. above):	1.0	1.0	2,105.4

| Program Information | ----- Campus ----- | | | |
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	0.4%	6.3%	5.9%
Career and Technical Education	17.9	14.1%	3.8%	5.4%
Compensatory Education	2.0	1.6%	2.6%	3.2%
Gifted and Talented Education	0.9	0.7%	2.4%	1.7%
Regular Education	83.7	65.7%	75.4%	70.6%
Special Education	12.7	10.0%	7.5%	9.7%
Other	9.6	7.5%	2.0%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022 – 2023

Administrators

Jay Law…………………………………………………………………………………Principal

Seguin Independent School District

Mercer-Blumberg Learning Center

2022-2023 Formative Review

Mission Statement

Creating Believers. Building Futures. Exceptional Graduates.

Vision

At MBLC we are Innovative, caring and rigorous today and for the future.

Value Statement

We believe Seguin ISD is at its best when:

- All students are successful
- All students are prepared for life after graduation
- All schools provide a caring and safe environment
- All students and staff feel valued
- Parents, staff, and community are committed to student success

Table of Contents

Goals

Goal 1: Improve student learning in Reading and English through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, Blended Learning, and support for special programs and sub-populations, MBLC will increase in the percentage of students who pass all English EOC exams from 52.5% to 65% in 2022-2023 and from 65% to 75% in 2023-2024.

High Priority

Evaluation Data Sources: EOC scores averaged from Fall and spring administrations

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Accountability group 67.5% but overall 51% Roll Goals

Strategy 1 Details	Reviews			
Strategy 1: MBLC Students will be enrolled in content level EOC classes for reteach in all subjects that they failed to pass the EOC. English EOC will also be enrolled in 7th period enrichment classes to increase their passage rates from an overall average of 78% to 85% (TEA Required) Max AEA bonus points received at 60% passing rate	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will show an increase in their EOC performance in Dec, Apr, and May. **Staff Responsible for Monitoring:** Teachers, Counselor, and Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Learning 2 - School Processes & Programs 4 - Perceptions 2	50%	65%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: Performance on State EOC assessments as well as performance in school is directly tied to attendance, MBLC will continue attendance incentives to improve the overall attendance of students at MBLC from 85% to 87%. Additional interventions specifically targeting the attendance of students that have below 80% overall attendance will be the focus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Attendance to improve to 87%, students to show an increase in credits earned and improved EOC passage rates. **Staff Responsible for Monitoring:** Teachers, truancy intervention aide, secretary, and Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** food incentives - 199-General Fund - $2,500	5%	35%	50%	→

Strategy 3 Details	Reviews			
Strategy 3: Provide high quality ongoing instructional services, including supplies and materials, to at-risk students and sub pops. (TEA Required)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase graduation rate **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	30%	55%	70%	→

Strategy 4 Details	Reviews			
Strategy 4: Following HB 4545 MBLC will make sure that all students that are unsuccessful on the EOC exams will be placed in EOC classes to be monitored and receive all necessary and required supports each semester, including instructional support, and completion of parent communication, and state compliance forms to increase the students overall passing rates from 78% to 85%.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved communication with parents raising awareness about the importance of working hard and completing the work necessary to pass the EOC assessments ultimately resulted in increase passing rate from 78% to 85%. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 2 - School Processes & Programs 4 - Perceptions 2	55%	75%	80%	→

Strategy 5 Details	Reviews			
Strategy 5: MBLC will begin to track and record all students below 80% attendance in Panorama documenting their attendance and what inventions and consequences have been attempted to improve this students attendance. Student support will be included to assist in this students group.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase overall students attendance and reduce the amount of students with less than 80% attendance. **Staff Responsible for Monitoring:** Principal, secretary, truancy attendance clerk. Central office student support services **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	40%	70%	75%	→

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

Goal 2: Improve student learning in Math through improved instructional practice (Strategic Priority 2).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, Blended Learning, and support for special programs and sub-populations, MBLC will increase in the percentage of students who pass all Algebra EOC exams from 35% to 55% in 2022-2023 and

from 55% to 75% in 2023-2024.

High Priority

Evaluation Data Sources: EOC scores averaged from Fall and spring administrations

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Roll goals we were 42% in our accountability group but overall 32%

Strategy 1 Details	Reviews			
Strategy 1: MBLC Students will be enrolled in content level EOC classes for reteach in all subjects that they failed to pass the EOC. English EOC will also be enrolled in 7th period enrichment classes to increase their passage rates from an overall average of 78% to 85% (TEA Required) Max AEA bonus points received at 60% passing rate	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased score on the Algebra EOC **Staff Responsible for Monitoring:** Jay Law Gerard Rodriguez **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 4 - Perceptions 1, 2	50%	75%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Performance on State EOC assessments as well as performance in school is directly tied to attendance, MBLC will continue attendance incentives to improve the overall attendance of students at MBLC from 85% to 87%. Additional interventions specifically targeting the attendance of students that have below 80% overall attendance will be the focus.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased attendance leads to increased scores and performance **Staff Responsible for Monitoring:** Jay Law Briana Rocha **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 4 - Perceptions 1, 2	30%	70%	80%	→

Strategy 3 Details	Reviews			
Strategy 3: Provide high quality ongoing instructional services, including supplies and materials, to at-risk students and sub pops. (TEA Required)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased graduation rates **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	25%	60%	70%	→

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

Goal 3: Make all MBLC students future ready by increasing their college, career, and military readiness. (CCMR) (Strategic Priority 3)

Performance Objective 1: POST-SECONDARY READINESS: MBLC will increase the targets met from 11% to 70% in the School Quality Status (CCMR) component of Closing the Gap domain .

High Priority

Evaluation Data Sources: CCMR report, more TSI passing, more students enrolled in College Prep Classes, More enlistments

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Repeat goal as we are still a year in the hole

Strategy 1 Details	Reviews			
Strategy 1: MBLC will work with students to ensure that they are meeting the requirements of the CCMR in respects to the area of TSI, Testing, military, and other post secondary entries. Counselor will encourage work and prepare for the TSI tests to all students who have not met the required passing scores. MBLC will also work on making sure that all post secondary schools and Military service as recorded. MBLC will have students take the college prep courses in math and ELA to help those who have trouble with the TSI. MBLC will also encourage all students to graduate with endorsements. (TEA Required) **Strategy's Expected Result/Impact:** Increase our score on CCMR reports and more students being college ready **Staff Responsible for Monitoring:** Jay Law, Gerard Rodriquez **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 2 - Perceptions 3	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%	70%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Increase number of students taking and passing the TSI tests **Strategy's Expected Result/Impact:** Increasing the passing rate on the TSI increases the score on the CCMR report and also helps student that our attending college place out of remedial classes. **Staff Responsible for Monitoring:** Jay Law Gerard Rodriquez **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 2 - Perceptions 3	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	40%	60%	70%	→

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

Goal 4: MBLC will build a thriving learning community as indicated on a numerical score of 80 or higher on the balance score card (Strategic Priority 4)

Performance Objective 1: MBLC will offer and promote opportunities for parents and stake holder to participate in celebration and events on campus as well as inviting community partners to adopt and support or school.

High Priority

Evaluation Data Sources: score of 80 or higher on scorecard. More parent and community support

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Increase scorecard score to 85%

Strategy 1 Details	Reviews			
Strategy 1: MBLC will gold various events to engage parents and community members in activities at school from snacking with parents to award ceremonies, graduations, and family gathering.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: increase community support and higher score on the balances scorecard **Staff Responsible for Monitoring:** Jay Law **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 3 - Perceptions 1, 4	50%	55%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: MBLC will invite community partners to adopt the school and also sponsor different programs like Taco Tuesday and Texas Parks Hunter and Boater Programs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: More participating, students gain more experiences and score card score goes up **Staff Responsible for Monitoring:** Jay Law and all staff **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4	50%	70%	80%	→

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

Goal 4: MBLC will build a thriving learning community as indicated on a numerical score of 80 or higher on the balance score card (Strategic Priority 4)
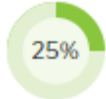
Performance Objective 2: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: MBLC will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Through these experiences we will improve our attendance rate by 10%, raise our endorsement graduations by 5% and reduce or placements at

DAEP to 0%.

Evaluation Data Sources: Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities, graduation records.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Endorsement grads up and still no placements but attendance down

Strategy 1 Details	Reviews			
Strategy 1: MBLC will increase school attendance from 85% to 87% by utilizing a system of regular calls, home visits, and parent conferences for all absent students. MBLC will also routinely award students with positive attendance trends through weekly, bi weekly and monthly incentives.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increasing the overall school attendance rate by 3% and also increase individual student attendance on previous below 80% attendance students by 8%. **Staff Responsible for Monitoring:** truancy intervention clerk, teachers, and principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	25%	45%	60%	→

Strategy 2 Details	Reviews			
Strategy 2: MBLC will conduct exit interviews and a Google survey with all students graduating or leaving the school in order to gain more insight into what students liked most and least about MBLC. We will then take this information and use it to improve all programs and offering to help increase the positive climate and culture of the school. In addition MBLC will survey parents at Graduations for greater insight into how we can improve.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in the amount of positive rated programs and adjustments to programs and items that are rated negatively **Staff Responsible for Monitoring:** Principal, secretary, truancy clerk, counselors, and teachers. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4	50%	70%	75%	→

Strategy 3 Details		Reviews			
Strategy 3: Provide high quality counseling and guidance services to all at risk students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased graduation rate for at risk students.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture		50%	70%	80%	→

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

Goal 5: Create the conditions at MBLC to improve staff satisfaction as determined by the Organized Health Inventory (Strategic Priority 5).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: MBLC will achieve a teacher turnover rate of less than 10% and an administrator turnover rate of 0%

Evaluation Data Sources: HR Reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Retirements this year lowers overall percentage

Strategy 1 Details		Reviews			
Strategy 1: MBLC will work to maintain teacher satisfaction by having regular celebrations and recognition of staff birthdays, and just because days in order to maintain teacher happiness and have them want to work hard and come to school everyday.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved teacher satisfaction means less turn over and more production **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4		50%	70%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Provide high quality ongoing leadership to faculty of at risk students	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase graduation rate for at risk students. **Staff Responsible for Monitoring:** Principal	**Nov**	**Jan**	**Mar**	**June**
TEA Priorities: Build a foundation of reading and math **Problem Statements:** Demographics 3 - Student Learning 2 - School Processes & Programs 4 - Perceptions 2	50%	80%	85%	→

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

Goal 6: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community thus increasing our community's perception (Strategic Priority 6)

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the amount of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by adding changing and adding additional activities.

Evaluation Data Sources: Communication logs, Sign in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teacher will maintain a contact log to log in communication with parents, teacher will be asked to make more positive communication then negative to build more positive contacts with parents. Teachers are also required to have daily SEL contacts with all virtual students daily.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents and teachers will have more open and honest communication with each other and improved interaction to support our students for greater success. **Staff Responsible for Monitoring:** principal, teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4	50%	70%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: MBLC will have several No Place For Hate Events as well as awards ceremonies and graduation events, snacking with the parents events in addition to a friends and family picnics.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: More positive contact with the community and parents **Staff Responsible for Monitoring:** Principal, teachers, truancy clerk **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4 **Funding Sources:** rewards and incentives, food items - 199-General Fund - $2,500	50%	80%	85%	→

Strategy 3 Details	Reviews			
Strategy 3: MBLC will be seeking community sponsors for various programs to improve school attendance and opportunities. Through these sponsor ships will can offer more and better incentives and improve the quality of programs that MBLC offers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Sponsor ship for multiple programs these year **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4	50%	70%	80%	→

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

Goal 6: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community thus increasing our community's perception (Strategic Priority 6)

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: MBLC will increase its presence on the social media platforms of Facebook and Twitter by making sure that our staff is trained on social media platform use, keeping our website up to date, and increasing the number of followers through more usage by staff and new ideas to encourage student twitter usage.

Evaluation Data Sources: Social media feedback, teacher reports, and parent reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: MBLC will maintain a Facebook account and Twitter to spread positive news to community about the good things occurring on campus in order to get more positive feedback from community and parents and support for MBLC programs	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: More support from community and more positive feedback about MBLC **Staff Responsible for Monitoring:** Dustin Wyatt- Twitter & Facebook, Principal, Sean Hoffman **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4	45%	60%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: MBLC will look for opportunities of enrichment for our students by locating and encouraging students to attend community events that provide students volunteer community service time, community job and college events, or to visit public speaking events to listen and learn .	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: More rounded students and exposure to more and different events in the community **Staff Responsible for Monitoring:** All Staff to look for events **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	40%	50%	65%	→

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

Goal 7: MBLC will work to Maintain our A rating (Strategic Priority 7)

Performance Objective 1: MBLC will continue to what is best for students in order to maintain our rating and increase the rigor and education that our program provides the students of Seguin ISD.

High Priority

Evaluation Data Sources: TEA score

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: By constantly monitoring our students performance on EOC assessments, Graduation rates, CCMR reports, and students ability to complete their courses we stay the course and maintain our rating.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Maintaining our school's rating **Staff Responsible for Monitoring:** ALL Staff on campus to make sure all students our performing **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2, 3, 4	50%	70%	80%	→
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 7: MBLC will work to Maintain our A rating (Strategic Priority 7)

Performance Objective 2: MBLC will use funds to improve and add Technology to keep all computer labs and classroom up to date and capable of supporting student and campus goals.

Evaluation Data Sources: campus rating, testing rates, and staff and students satisfaction

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: MBLC will purchase replacement computers for lab, add additional chrome books, and printers to areas that do not have one.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: improve students performance and ability to complete courses **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - Student Learning 2 - School Processes & Programs 4 - Perceptions 2 **Funding Sources:** funds for technology upgrades - 199-General Fund - $5,000	N/A	N/A	N/A	→

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: SEGUIN ISD

Campus Name: MERCER AND BLUMBERG LRN CTR

Campus Number: 094901002

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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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																		

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

End of Course English I

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	72%	58%	**77%**	-	67%	*	-	-	-	*	*	-	71%	83%	73%	-
	2022	65%	53%	**43%**	*	50%	-	-	-	-	-	*	-	40%	*	20%	*
At Meets Grade Level or Above	2023	52%	34%	**38%**	-	22%	*	-	-	-	*	*	-	14%	67%	36%	-
	2022	47%	35%	**29%**	*	33%	-	-	-	-	-	*	-	20%	*	0%	*
At Masters Grade Level	2023	13%	5%	**0%**	-	0%	*	-	-	-	*	*	-	0%	0%	0%	-
	2022	11%	5%	**0%**	*	0%	-	-	-	-	-	*	-	0%	*	0%	-

End of Course English II

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	74%	63%	**63%**	-	64%	*	-	-	-	*	*	-	74%	38%	61%	-
	2022	72%	61%	**73%**	-	71%	*	-	-	-	-	-	-	75%	*	78%	-
At Meets Grade Level or Above	2023	54%	38%	**26%**	-	23%	*	-	-	-	*	*	-	26%	25%	22%	-
	2022	55%	41%	**64%**	-	57%	*	-	-	-	-	-	-	63%	*	67%	-
At Masters Grade Level	2023	9%	3%	**0%**	-	0%	*	-	-	-	*	*	-	0%	0%	0%	-
	2022	9%	4%	**0%**	-	0%	*	-	-	-	-	-	-	0%	*	0%	-

End of Course Algebra I

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	79%	68%	**43%**	-	40%	*	-	-	-	*	-	-	20%	*	40%	-
	2022	76%	63%	**20%**	*	*	*	-	-	-	-	*	-	*	*	20%	*
At Meets Grade Level or Above	2023	43%	27%	**0%**	-	0%	*	-	-	-	*	-	-	0%	*	0%	-
	2022	43%	26%	**0%**	*	*	*	-	-	-	-	*	-	*	*	0%	*
At Masters Grade Level	2023	23%	12%	**0%**	-	0%	*	-	-	-	*	-	-	0%	*	0%	-
	2022	27%	10%	**0%**	*	*	*	-	-	-	-	*	-	*	*	0%	*

End of Course Biology

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	88%	80%	**83%**	-	80%	*	-	-	-	-	-	-	*	*	100%	-
	2022	83%	75%	**100%**	*	*	-	-	-	-	-	-	-	*	*	100%	*
At Meets Grade Level or Above	2023	56%	42%	**33%**	-	20%	*	-	-	-	-	-	-	*	*	40%	-
	2022	55%	41%	**17%**	*	*	-	-	-	-	-	-	-	*	*	0%	*
At Masters Grade Level	2023	21%	13%	**0%**	-	0%	*	-	-	-	-	-	-	*	*	0%	-
	2022	21%	12%	**17%**	*	*	-	-	-	-	-	-	-	*	*	0%	*

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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	90%	**92%**	*	88%	100%	-	-	-	*	*	-	92%	92%	90%	-
	2022	89%	86%	**95%**	*	96%	83%	-	-	-	-	*	-	96%	89%	97%	*
At Meets Grade Level or Above	2023	70%	57%	**53%**	*	46%	78%	-	-	-	*	*	-	56%	46%	50%	-
	2022	68%	58%	**62%**	*	61%	83%	-	-	-	-	*	-	61%	67%	61%	*
At Masters Grade Level	2023	38%	26%	**8%**	*	4%	22%	-	-	-	*	*	-	4%	15%	3%	-
	2022	42%	29%	**19%**	*	18%	33%	-	-	-	-	*	-	18%	22%	15%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	93%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2022	92%	97%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2023	61%	51%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2022	64%	48%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2023	12%	3%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2022	13%	3%	*	-	-	*	-	-	-	-	-	-	-	*	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	67%	**76%**	*	72%	89%	-	-	-	80%	*	-	75%	78%	75%	-
	2022	74%	63%	**81%**	86%	81%	75%	-	-	-	-	*	-	82%	78%	81%	71%
At Meets Grade Level or Above	2023	49%	37%	**37%**	*	29%	67%	-	-	-	40%	*	-	34%	41%	34%	-
	2022	48%	34%	**49%**	14%	50%	67%	-	-	-	-	*	-	47%	56%	46%	29%
At Masters Grade Level	2023	20%	12%	**3%**	*	1%	11%	-	-	-	0%	*	-	2%	6%	1%	-
	2022	23%	14%	**12%**	0%	13%	17%	-	-	-	-	*	-	10%	17%	9%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	**68%**	-	65%	86%	-	-	-	*	*	-	73%	57%	65%	-
	2022	75%	64%	**61%**	*	62%	*	-	-	-	-	*	-	62%	60%	57%	*
At Meets Grade Level or Above	2023	53%	40%	**30%**	-	23%	57%	-	-	-	*	*	-	23%	43%	26%	-
	2022	53%	39%	**50%**	*	46%	*	-	-	-	-	*	-	46%	60%	43%	*
At Masters Grade Level	2023	20%	12%	**0%**	-	0%	0%	-	-	-	*	*	-	0%	0%	0%	-
	2022	25%	16%	**0%**	*	0%	*	-	-	-	-	*	-	0%	0%	0%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	63%	**44%**	-	43%	*	-	-	-	*	-	-	29%	*	43%	-
	2022	72%	59%	**33%**	*	*	*	-	-	-	-	*	-	*	*	20%	*

	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%	30%	**0%**	-	0%	*	-	-	-	*	-	-	0%	*	0%	-
	2022	42%	27%	**0%**	*	*	*	-	-	-	-	*	-	*	*	0%	*
At Masters Grade Level	2023	19%	10%	**0%**	-	0%	*	-	-	-	*	-	-	0%	*	0%	-
	2022	20%	10%	**0%**	*	*	*	-	-	-	-	*	-	*	*	0%	*
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	72%	**83%**	-	80%	*	-	-	-	-	-	-	*	*	100%	-
	2022	76%	66%	**100%**	*	*	-	-	-	-	-	-	-	*	*	100%	*
At Meets Grade Level or Above	2023	47%	39%	**33%**	-	20%	*	-	-	-	-	-	-	*	*	40%	-
	2022	47%	34%	**17%**	*	*	-	-	-	-	-	-	-	*	*	0%	*
At Masters Grade Level	2023	18%	14%	**0%**	-	0%	*	-	-	-	-	-	-	*	*	0%	-
	2022	21%	12%	**17%**	*	*	-	-	-	-	-	-	-	*	*	0%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	71%	**92%**	*	88%	100%	-	-	-	*	*	-	92%	92%	90%	-
	2022	75%	67%	**95%**	*	96%	83%	-	-	-	-	*	-	96%	89%	97%	*
At Meets Grade Level or Above	2023	52%	40%	**53%**	*	46%	78%	-	-	-	*	*	-	56%	46%	50%	-
	2022	50%	38%	**62%**	*	61%	83%	-	-	-	-	*	-	61%	67%	61%	*
At Masters Grade Level	2023	27%	18%	**8%**	*	4%	22%	-	-	-	*	*	-	4%	15%	3%	-
	2022	30%	19%	**19%**	*	18%	33%	-	-	-	-	*	-	18%	22%	15%	*

* 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 II	2023	74%	70%	*	-	*	-	-	-	-	-	-	-	*	*	*	-
All Grades Both Subjects	2023	64%	58%	*	-	*	-	-	-	-	-	-	-	*	*	*	-
All Grades ELA/Reading	2023	63%	58%	*	-	*	-	-	-	-	-	-	-	*	*	*	-

* 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%	67%	**76%**	-	-	-	-	-	-	-	-	-	-	-	76%	-	-
	2022	74%	63%	**81%**	-	-	-	-	-	-	60%	-	60%	-	-	82%	60%	*
At Meets Grade Level or Above	2023	49%	37%	**37%**	-	-	-	-	-	-	-	-	-	-	-	37%	-	-
	2022	48%	34%	**49%**	-	-	-	-	-	-	20%	-	20%	-	-	52%	20%	*
At Masters Grade Level	2023	20%	12%	**3%**	-	-	-	-	-	-	-	-	-	-	-	3%	-	-
	2022	23%	14%	**12%**	-	-	-	-	-	-	0%	-	0%	-	-	13%	0%	*
All Grades ELA/Reading
At Approaches Grade Level or Above	2023	77%	67%	**68%**	-	-	-	-	-	-	-	-	-	-	-	68%	-	-
	2022	75%	64%	**61%**	-	-	-	-	-	-	*	-	*	-	-	63%	*	*
At Meets Grade Level or Above	2023	53%	40%	**30%**	-	-	-	-	-	-	-	-	-	-	-	30%	-	-
	2022	53%	39%	**50%**	-	-	-	-	-	-	*	-	*	-	-	56%	*	*
At Masters Grade Level	2023	20%	12%	**0%**	-	-	-	-	-	-	-	-	-	-	-	0%	-	-
	2022	25%	16%	**0%**	-	-	-	-	-	-	*	-	*	-	-	0%	*	*
All Grades Mathematics
At Approaches Grade Level or Above	2023	75%	63%	**44%**	-	-	-	-	-	-	-	-	-	-	-	44%	-	-
	2022	72%	59%	**33%**	-	-	-	-	-	-	*	-	*	-	-	40%	*	-
At Meets Grade Level or Above	2023	45%	30%	**0%**	-	-	-	-	-	-	-	-	-	-	-	0%	-	-
	2022	42%	27%	**0%**	-	-	-	-	-	-	*	-	*	-	-	0%	*	-
At Masters Grade Level	2023	19%	10%	**0%**	-	-	-	-	-	-	-	-	-	-	-	0%	-	-
	2022	20%	10%	**0%**	-	-	-	-	-	-	*	-	*	-	-	0%	*	-
All Grades Science
At Approaches Grade Level or Above	2023	77%	72%	**83%**	-	-	-	-	-	-	-	-	-	-	-	83%	-	-
	2022	76%	66%	**100%**	-	-	-	-	-	-	*	-	*	-	-	100%	*	-
At Meets Grade Level or Above	2023	47%	39%	**33%**	-	-	-	-	-	-	-	-	-	-	-	33%	-	-
	2022	47%	34%	**17%**	-	-	-	-	-	-	*	-	*	-	-	20%	*	-
At Masters Grade Level	2023	18%	14%	**0%**	-	-	-	-	-	-	-	-	-	-	-	0%	-	-
	2022	21%	12%	**17%**	-	-	-	-	-	-	*	-	*	-	-	20%	*	-
All Grades Social Studies
At Approaches Grade Level or Above	2023	78%	71%	**92%**	-	-	-	-	-	-	-	-	-	-	-	92%	-	-
	2022	75%	67%	**95%**	-	-	-	-	-	-	*	-	*	-	-	94%	*	*
At Meets Grade Level or Above	2023	52%	40%	**53%**	-	-	-	-	-	-	-	-	-	-	-	53%	-	-
	2022	50%	38%	**62%**	-	-	-	-	-	-	*	-	*	-	-	62%	*	*

	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%	18%	**8%**	-	-	-	-	-	-	-	-	-	-	-	8%	-	-
	2022	30%	19%	**19%**	-	-	-	-	-	-	*	-	*	-	-	21%	*	*
										School Progress - Annual Growth								
All Grades Both Subjects	2023	64%	58%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
All Grades ELA/Reading	2023	63%	58%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-

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

\- Indicates there are no students in the group.

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

	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%	*
Included in Accountability	93%	93%	**75%**	*	72%	86%	-	-	-	83%	80%	-	75%	74%	78%	*
Not Included in Accountability: Mobile	4%	5%	**23%**	*	26%	14%	-	-	-	17%	20%	-	22%	26%	20%	*
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	*	2%	0%	-	-	-	0%	0%	-	2%	0%	2%	*
Not Tested	1%	1%	**0%**	*	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	*
Absent	1%	1%	**0%**	*	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	*
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	-	-	*	*	-	100%	100%	100%	*
Included in Accountability	92%	93%	**74%**	-	70%	88%	-	-	-	*	*	-	76%	70%	77%	*
Not Included in Accountability: Mobile	4%	4%	**22%**	-	25%	13%	-	-	-	*	*	-	18%	30%	18%	*
Not Included in Accountability: Other Exclusions	3%	2%	**4%**	-	5%	0%	-	-	-	*	*	-	6%	0%	5%	*
Not Tested	1%	1%	**0%**	-	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
Absent	1%	1%	**0%**	-	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	-	-	*	-	-	100%	100%	100%	-
Included in Accountability	94%	93%	**64%**	-	64%	*	-	-	-	*	-	-	78%	40%	70%	-
Not Included in Accountability: Mobile	5%	5%	**36%**	-	36%	*	-	-	-	*	-	-	22%	60%	30%	-
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	*	-	-	-	*	-	-	0%	0%	0%	-
Not Tested	1%	1%	**0%**	-	0%	*	-	-	-	*	-	-	0%	0%	0%	-
Absent	1%	1%	**0%**	-	0%	*	-	-	-	*	-	-	0%	0%	0%	-
Other	0%	1%	**0%**	-	0%	*	-	-	-	*	-	-	0%	0%	0%	-
Science																
Assessment Participant	99%	98%	**100%**	-	100%	*	-	-	-	-	-	-	*	*	100%	-
Included in Accountability	93%	93%	**75%**	-	71%	*	-	-	-	-	-	-	*	*	83%	-
Not Included in Accountability: Mobile	4%	5%	**25%**	-	29%	*	-	-	-	-	-	-	*	*	17%	-
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	*	-	-	-	-	-	-	*	*	0%	-
Not Tested	1%	2%	**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%	2%	**0%**	-	0%	*	-	-	-	-	-	-	*	*	0%	-
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	-	-	*	*	0%	-
Social Studies																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	-	-	*	*	-	100%	100%	100%	*
Included in Accountability	94%	94%	**79%**	*	76%	90%	-	-	-	*	*	-	74%	93%	79%	*
Not Included in Accountability: Mobile	4%	4%	**21%**	*	24%	10%	-	-	-	*	*	-	26%	7%	21%	*
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
Not Tested	1%	1%	**0%**	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
Absent	1%	1%	**0%**	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	70%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**97%**	100%	98%	91%	-	-	-	*	100%	-	97%	96%	97%	100%
Included in Accountability	93%	93%	**52%**	100%	50%	52%	-	-	-	*	80%	-	48%	67%	55%	64%
Not Included in Accountability: Mobile	5%	4%	**44%**	0%	47%	39%	-	-	-	*	20%	-	48%	30%	41%	27%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	-	-	-	*	0%	-	1%	0%	1%	9%
Not Tested	1%	2%	**3%**	0%	2%	9%	-	-	-	*	0%	-	3%	4%	3%	0%
Absent	1%	2%	**1%**	0%	1%	0%	-	-	-	*	0%	-	0%	4%	1%	0%
Other	0%	0%	**2%**	0%	1%	9%	-	-	-	*	0%	-	3%	0%	2%	0%
Reading																
Assessment Participant	99%	98%	**95%**	*	96%	89%	-	-	-	*	*	-	97%	90%	94%	100%
Included in Accountability	92%	93%	**46%**	*	46%	44%	-	-	-	*	*	-	45%	50%	45%	40%
Not Included in Accountability: Mobile	5%	5%	**46%**	*	46%	44%	-	-	-	*	*	-	48%	40%	45%	40%
Not Included in Accountability: Other Exclusions	2%	1%	**3%**	*	4%	0%	-	-	-	*	*	-	3%	0%	3%	20%
Not Tested	1%	2%	**5%**	*	4%	11%	-	-	-	*	*	-	3%	10%	6%	0%
Absent	1%	2%	**3%**	*	4%	0%	-	-	-	*	*	-	0%	10%	3%	0%
Other	0%	0%	**3%**	*	0%	11%	-	-	-	*	*	-	3%	0%	3%	0%
Mathematics																
Assessment Participant	99%	98%	**87%**	*	89%	80%	-	-	-	-	*	-	82%	*	92%	*
Included in Accountability	93%	93%	**40%**	*	33%	40%	-	-	-	-	*	-	36%	*	42%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**47%**	*	56%	40%	-	-	-	-	*	-	45%	*	50%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	*	0%	*
Not Tested	1%	2%	**13%**	*	11%	20%	-	-	-	-	*	-	18%	*	8%	*
Absent	1%	1%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	*	0%	*
Other	0%	1%	**13%**	*	11%	20%	-	-	-	-	*	-	18%	*	8%	*
Science																
Assessment Participant	98%	97%	**100%**	*	100%	*	-	-	-	-	-	-	100%	*	100%	*
Included in Accountability	93%	92%	**60%**	*	57%	*	-	-	-	-	-	-	67%	*	56%	*
Not Included in Accountability: Mobile	4%	4%	**40%**	*	43%	*	-	-	-	-	-	-	33%	*	44%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	*	-	-	-	-	-	-	0%	*	0%	*
Not Tested	2%	3%	**0%**	*	0%	*	-	-	-	-	-	-	0%	*	0%	*
Absent	1%	3%	**0%**	*	0%	*	-	-	-	-	-	-	0%	*	0%	*
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	-	-	0%	*	0%	*
Social Studies																
Assessment Participant	98%	98%	**100%**	*	100%	100%	-	-	-	*	*	-	100%	100%	100%	*
Included in Accountability	94%	96%	**57%**	*	54%	75%	-	-	-	*	*	-	50%	100%	65%	*
Not Included in Accountability: Mobile	4%	2%	**43%**	*	46%	25%	-	-	-	*	*	-	50%	0%	35%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
Not Tested	2%	2%	**0%**	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
Absent	1%	2%	**0%**	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	89%	72%	*	-	*	*	-	-	-	-	-	-	*	*	*	-

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

\- Indicates there are no students in the group.

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
MERCER AND BLUMBERG LRN CTR (094901002) - SEGUIN ISD - GUADALUPE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	90.0%	**82.7%**	*	83.8%	79.3%	-	-	-	*	*	81.6%	*
2020-21	95.0%	93.0%	**87.0%**	*	86.8%	86.9%	-	-	-	-	*	87.7%	*
Chronic Absenteeism													
2021-22	25.7%	34.7%	**64.9%**	100.0%	61.3%	69.6%	-	-	-	*	83.3%	73.4%	66.7%
2020-21	15.0%	22.5%	**50.4%**	62.5%	50.5%	46.2%	-	-	-	-	37.5%	53.7%	*
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	**1.1%**	0.0%	1.5%	0.0%	-	-	-	*	*	1.4%	0.0%
2020-21	2.4%	0.6%	**0.9%**	0.0%	1.2%	0.0%	-	-	-	-	0.0%	1.3%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	88.4%	**98.2%**	100.0%	100.0%	91.7%	-	-	-	-	*	97.6%	*
Received TxCHSE	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	0.0%	*
Continued HS	3.5%	4.6%	**1.8%**	0.0%	0.0%	8.3%	-	-	-	-	*	2.4%	*
Dropped Out	6.4%	6.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	0.0%	*
Graduates and TxCHSE	90.0%	88.6%	**98.2%**	100.0%	100.0%	91.7%	-	-	-	-	*	97.6%	*
Graduates, TxCHSE, and Continuers	93.6%	93.2%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	-	*	100.0%	*
Class of 2021													
Graduated	90.0%	89.5%	**98.0%**	*	97.6%	100.0%	-	-	-	-	*	97.1%	*
Received TxCHSE	0.3%	0.2%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Continued HS	3.9%	2.4%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Dropped Out	5.8%	7.9%	**2.0%**	*	2.4%	0.0%	-	-	-	-	*	2.9%	*
Graduates and TxCHSE	90.3%	89.7%	**98.0%**	*	97.6%	100.0%	-	-	-	-	*	97.1%	*
Graduates, TxCHSE, and Continuers	94.2%	92.1%	**98.0%**	*	97.6%	100.0%	-	-	-	-	*	97.1%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.2%	**100.0%**	*	100.0%	100.0%	-	-	-	-	*	100.0%	*
Received TxCHSE	0.4%	0.2%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Continued HS	1.0%	0.9%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Dropped Out	6.3%	7.7%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Graduates and TxCHSE	92.7%	91.4%	**100.0%**	*	100.0%	100.0%	-	-	-	-	*	100.0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	92.3%	**100.0%**	*	100.0%	100.0%	-	-	-	-	*	100.0%	*
Class of 2020													
Graduated	92.2%	91.6%	**100.0%**	*	100.0%	100.0%	-	-	-	*	*	100.0%	*
Received TxCHSE	0.5%	0.4%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Continued HS	1.1%	1.9%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	6.2%	6.1%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Graduates and TxCHSE	92.7%	92.1%	**100.0%**	*	100.0%	100.0%	-	-	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	93.9%	**100.0%**	*	100.0%	100.0%	-	-	-	*	*	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	92.1%	**100.0%**	*	100.0%	100.0%	-	-	-	*	*	100.0%	*
Received TxCHSE	0.5%	0.6%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Continued HS	0.5%	1.5%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	6.2%	5.9%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Graduates and TxCHSE	93.2%	92.7%	**100.0%**	*	100.0%	100.0%	-	-	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	94.1%	**100.0%**	*	100.0%	100.0%	-	-	-	*	*	100.0%	*
Class of 2019													
Graduated	92.6%	95.3%	**100.0%**	*	100.0%	100.0%	-	*	-	-	100.0%	100.0%	100.0%
Received TxCHSE	0.6%	0.8%	**0.0%**	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	0.6%	1.6%	**0.0%**	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	2.2%	**0.0%**	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Graduates and TxCHSE	93.2%	96.1%	**100.0%**	*	100.0%	100.0%	-	*	-	-	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	97.8%	**100.0%**	*	100.0%	100.0%	-	*	-	-	100.0%	100.0%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.4%	**90.4%**	87.5%	90.4%	92.3%	-	-	-	-	83.3%	89.1%	100.0%
Class of 2021	90.0%	89.1%	**95.5%**	*	94.4%	100.0%	-	-	-	-	100.0%	95.3%	*
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%	2.8%	**20.0%**	20.0%	23.1%	9.1%	-	-	-	-	*	17.5%	*
Class of 2021	3.8%	1.2%	**10.0%**	*	4.9%	42.9%	-	-	-	-	*	9.1%	*
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%	69.7%	**69.1%**	80.0%	64.1%	81.8%	-	-	-	-	*	70.0%	*
Class of 2021	81.9%	69.4%	**56.0%**	*	63.4%	14.3%	-	-	-	-	*	57.6%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	72.5%	**89.1%**	100.0%	87.2%	90.9%	-	-	-	-	*	87.5%	*
Class of 2021	85.7%	70.6%	**66.0%**	*	68.3%	57.1%	-	-	-	-	*	66.7%	*
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.8%	**8.6%**	0.0%	11.5%	0.0%	-	-	-	-	0.0%	9.3%	0.0%
2020-21	3.8%	3.1%	**18.9%**	*	15.5%	33.3%	-	-	-	-	0.0%	16.7%	*
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	68.2%	**77.1%**	100.0%	71.2%	92.3%	-	-	-	-	80.0%	74.1%	80.0%
2020-21	80.4%	65.2%	**50.0%**	*	55.2%	33.3%	-	-	-	-	0.0%	45.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	70.0%	**85.7%**	100.0%	82.7%	92.3%	-	-	-	-	80.0%	83.3%	80.0%
2020-21	84.1%	68.3%	**68.9%**	*	70.7%	66.7%	-	-	-	-	0.0%	62.5%	*

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	70	100.0%	456	368,686
By Ethnicity:				
African American	5	7.1%	24	45,227
Hispanic	52	74.3%	321	191,125
White	13	18.6%	103	103,171
American Indian	0	0.0%	1	1,159
Asian	0	0.0%	1	18,794
Pacific Islander	0	0.0%	1	569
Two or More Races	0	0.0%	5	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)	10	14.3%	137	51,023
Foundation H.S. Program (Endorsement)	6	8.6%	8	14,179
Foundation H.S. Program (DLA)	54	77.1%	311	302,917
Special Education Graduates	5	7.1%	49	32,447
Economically Disadvantaged Graduates	54	77.1%	261	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	5	7.1%	23	40,398
At-Risk Graduates	49	70.0%	255	159,689
CTE Completers	0	0.0%	91	107,502

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%	50.9%	**15.7%**	20.0%	9.6%	38.5%	-	-	-	-	100.0%	13.0%	40.0%
2020-21	65.2%	40.1%	**14.9%**	*	15.5%	16.7%	-	-	-	-	0.0%	4.2%	*
					College Ready Graduates								
College Ready (Annual Graduates)													
2021-22	52.9%	34.4%	**7.1%**	0.0%	1.9%	30.8%	-	-	-	-	0.0%	3.7%	0.0%
2020-21	52.7%	32.6%	**14.9%**	*	15.5%	16.7%	-	-	-	-	0.0%	4.2%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	45.2%	**24.3%**	20.0%	17.3%	53.8%	-	-	-	-	20.0%	16.7%	0.0%
2020-21	56.1%	57.2%	**33.8%**	*	34.5%	33.3%	-	-	-	-	0.0%	25.0%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	31.8%	**7.1%**	0.0%	1.9%	30.8%	-	-	-	-	0.0%	3.7%	0.0%
2020-21	45.7%	27.1%	**12.2%**	*	12.1%	16.7%	-	-	-	-	0.0%	8.3%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	28.7%	**7.1%**	0.0%	1.9%	30.8%	-	-	-	-	0.0%	3.7%	0.0%
2020-21	40.4%	25.7%	**8.1%**	*	8.6%	8.3%	-	-	-	-	0.0%	4.2%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	8.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2020-21	21.3%	9.8%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Associate Degree (Annual Graduates)													
2021-22	2.4%	1.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2020-21	2.6%	3.5%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	20.4%	**1.4%**	0.0%	1.9%	0.0%	-	-	-	-	0.0%	1.9%	0.0%
2020-21	25.9%	22.6%	**9.5%**	*	8.6%	16.7%	-	-	-	-	0.0%	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%	*
					Career / Military Ready Graduates								
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	23.0%	**8.6%**	20.0%	7.7%	7.7%	-	-	-	-	100.0%	9.3%	40.0%
2020-21	24.2%	11.5%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	14.9%	**1.4%**	0.0%	1.9%	0.0%	-	-	-	-	0.0%	1.9%	0.0%

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%	8.4%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
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%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	4.8%	**1.4%**	0.0%	1.9%	0.0%	-	-	-	-	20.0%	1.9%	20.0%
2020-21	2.4%	2.2%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	4.2%	**5.7%**	20.0%	3.8%	7.7%	-	-	-	-	80.0%	5.6%	20.0%
2020-21	4.4%	1.1%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*

	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%	40.8%	**21.4%**	20.0%	13.5%	53.8%	-	-	-	-	20.0%	13.0%	0.0%
	2020-21	25.9%	52.8%	**33.8%**	*	34.5%	33.3%	-	-	-	-	0.0%	25.0%	*
Mathematics	2021-22	18.7%	26.5%	**7.1%**	0.0%	1.9%	30.8%	-	-	-	-	0.0%	3.7%	0.0%
	2020-21	19.4%	25.9%	**12.2%**	*	12.1%	16.7%	-	-	-	-	0.0%	8.3%	*
Both Subjects	2021-22	12.6%	24.3%	**7.1%**	0.0%	1.9%	30.8%	-	-	-	-	0.0%	3.7%	0.0%
	2020-21	14.4%	24.6%	**8.1%**	*	8.6%	8.3%	-	-	-	-	0.0%	4.2%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	3.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
	2020-21	8.6%	4.9%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Mathematics	2021-22	14.0%	5.7%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
	2020-21	10.3%	0.9%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Both Subjects	2021-22	7.5%	2.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
	2020-21	4.9%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	9.9%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
	2021	21.1%	11.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
English Language Arts	2022	13.2%	6.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
	2021	12.1%	7.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Mathematics	2022	6.9%	2.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
	2021	6.1%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Science	2022	9.6%	1.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
	2021	8.7%	2.9%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Social Studies	2022	12.5%	3.9%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
	2021	11.6%	8.0%	**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%	37.0%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	28.4%	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	51.8%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	23.1%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	31.8%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	70.0%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	44.4%	**-**	-	-	-	-	-	-	-	-	-	-

	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%	2.8%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	39.3%	**18.6%**	0.0%	17.3%	30.8%	-	-	-	-	0.0%	18.5%	0.0%
	2020-21	70.8%	23.5%	**4.1%**	*	3.4%	8.3%	-	-	-	-	0.0%	2.1%	*
At/Above Criterion for All Examinees	2021-22	32.1%	22.9%	**0.0%**	-	0.0%	*	-	-	-	-		0.0%	-
	2020-21	32.9%	43.4%	*	-	*	*	-	-	-	-	-	*	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	965	**858**	-	839	*	-	-	-	-	-	849	-
	2020-21	1002	1038	**997**	-	955	1080	-	-	-	-	-	800	-
English Language Arts and Writing	2021-22	506	490	**455**	-	457	*	-	-	-	-	-	454	-
	2020-21	504	529	**520**	-	490	580	-	-	-	-	-	410	-
Mathematics	2021-22	496	475	**404**	-	382	*	-	-	-	-	-	395	-
	2020-21	498	509	**477**	-	465	500	-	-	-	-	-	390	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	21.7	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.0	20.6	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	21.2	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.6	20.9	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	21.2	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.9	19.0	-	-	-	-	-	-	-	-	-	-	-
Science	2021-22	19.8	22.3	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.3	21.0	-	-	-	-	-	-	-	-	-	-	-

	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%	30.7%	**37.4%**	20.0%	40.5%	28.6%	-	-	-	*	50.0%	40.0%	50.0%
	2020-21	42.5%	29.9%	**41.1%**	62.5%	41.3%	33.3%	-	-	-	-	50.0%	42.7%	*
English Language Arts	2021-22	16.6%	16.0%	**38.5%**	20.0%	42.1%	28.6%	-	-	-	*	50.0%	41.1%	60.0%
	2020-21	16.3%	14.1%	**46.4%**	83.3%	44.7%	42.1%	-	-	-	-	57.1%	47.9%	*
Mathematics	2021-22	19.9%	7.5%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
	2020-21	19.3%	7.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Science	2021-22	21.1%	12.1%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
	2020-21	20.6%	12.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Social Studies	2021-22	22.8%	13.2%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	0.0%
	2020-21	22.8%	11.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	28.6%	**9.5%**	*	8.6%	16.7%	-	-	-	-	0.0%	8.3%	*
	2019-20	46.1%	32.6%	**6.3%**	*	6.8%	6.3%	-	-	-	*	*	6.4%	0.0%
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	81	100.0%	7,197	5,504,150	81	100.0%	7,239	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.9%	0.7%	0	0.0%	1.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	7.1%	7.2%	0	0.0%	7.0%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.1%
Grade 5	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	6.6%	7.3%	0	0.0%	6.5%	7.2%
Grade 7	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.8%	7.7%	0	0.0%	7.7%	7.7%
Grade 9	4	4.9%	10.2%	8.7%	4	4.9%	10.1%	8.7%
Grade 10	15	18.5%	8.1%	7.9%	15	18.5%	8.1%	7.9%
Grade 11	21	25.9%	6.3%	7.0%	21	25.9%	6.3%	7.0%
Grade 12	41	50.6%	6.0%	6.6%	41	50.6%	6.0%	6.6%
Ethnic Distribution:								
African American	2	2.5%	3.6%	12.8%	2	2.5%	3.6%	12.8%
Hispanic	64	79.0%	70.6%	53.0%	64	79.0%	70.5%	52.9%
White	13	16.0%	23.5%	25.6%	13	16.0%	23.7%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.3%	5.1%	0	0.0%	0.3%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	2.5%	1.7%	3.0%	2	2.5%	1.7%	3.0%
Sex:								
Female	42	51.9%	48.0%	48.8%	42	51.9%	48.0%	48.8%
Male	39	48.1%	52.0%	51.2%	39	48.1%	52.0%	51.2%
Economically Disadvantaged	67	82.7%	77.4%	62.1%	67	82.7%	77.2%	62.0%
Non-Educationally Disadvantaged	14	17.3%	22.6%	37.9%	14	17.3%	22.8%	38.0%
Section 504 Students	16	19.8%	7.5%	7.4%	16	19.8%	7.5%	7.4%
EB Students/EL	1	1.2%	12.9%	23.1%	1	1.2%	12.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.4%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	3	3.7%	4.3%	5.5%	3	3.7%	4.3%	5.5%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	5	6.2%	1.3%	1.3%	5	6.2%	1.3%	1.3%
Immigrant	0	0.0%	1.3%	2.2%	0	0.0%	1.3%	2.2%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	5	6.2%	58.4%	64.6%	5	6.2%	58.6%	64.6%
Military Connected	2	2.5%	1.3%	3.6%	2	2.5%	1.3%	3.6%
At-Risk	79	97.5%	60.8%	53.3%	79	97.5%	60.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	1	1.2%	14.0%	23.2%	1	1.2%	13.9%	23.2%
Career and Technical Education	0	0.0%	19.9%	26.5%	0	0.0%	19.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	59.4%	72.3%	0	0.0%	59.3%	72.2%
Gifted and Talented Education	4	4.9%	7.8%	8.2%	4	4.9%	7.7%	8.2%
Special Education	3	3.7%	16.0%	12.6%	3	3.7%	16.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	40.8%	44.1%				
Students with Physical Disabilities	0	0.0%	19.2%	20.0%				
Students with Autism	*	*	18.3%	15.5%				
Students with Behavioral Disabilities	*	*	19.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	90	81.1%	23.0%	16.8%				
By Ethnicity:								
African American	4	3.6%	1.3%	3.3%				
Hispanic	66	59.5%	16.3%	8.7%				
White	18	16.2%	4.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	1.8%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	6	100.0%	23.0%	18.6%				
Count and Percent of EB Students/EL who are Mobile	6	100.0%	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	66	79.5%	23.7%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	23	88.5%	19.1%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.7%	1.5%	-	1.6%	4.5%
Grade 1	-	0.5%	2.5%	-	2.3%	3.6%
Grade 2	-	0.5%	1.6%	-	1.1%	2.0%
Grade 3	-	0.7%	0.8%	-	0.0%	0.9%
Grade 4	-	0.2%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	0.0%	24.8%	8.7%	-	41.5%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.4	18.7
Grade 1	-	17.6	19.1
Grade 2	-	18.6	19.1
Grade 3	-	18.9	19.3
Grade 4	-	18.2	19.4
Grade 5	-	18.1	20.8
Grade 6	-	16.6	19.2
Secondary:			
English/Language Arts	2.4	12.6	16.2
Foreign Languages	1.6	21.4	18.8
Mathematics	4.1	15.1	17.5
Science	2.9	17.5	18.5
Social Studies	3.8	17.7	18.9

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Total Staff	9.0	100.0%	100.0%	100.0%
Professional Staff:	9.0	100.0%	62.0%	64.1%
Teachers	6.0	66.7%	43.8%	48.7%
Professional Support	2.0	22.2%	13.7%	10.9%
Campus Administration (School Leadership)	1.0	11.1%	3.3%	3.3%
Educational Aides:	0.0	0.0%	10.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	8.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	23.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	2.0	22.2%	51.2%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	3.3%	11.8%
Hispanic	1.0	16.7%	34.7%	29.6%
White	5.0	83.3%	60.7%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	3.0	50.0%	22.4%	24.4%
Females	3.0	50.0%	77.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	5.0	83.3%	73.8%	72.2%
Masters	1.0	16.7%	26.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	16.7%	10.0%	9.7%
1-5 Years Experience	0.0	0.0%	36.9%	26.3%
6-10 Years Experience	2.0	33.3%	18.2%	20.5%
11-20 Years Experience	2.0	33.3%	22.7%	27.2%
21-30 Years Experience	0.0	0.0%	10.3%	13.3%
Over 30 Years Experience	1.0	16.7%	1.9%	2.9%

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Number of Students per Teacher	13.5	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	3.8	6.1
Average Years Experience of Principals with District	10.0	3.5	5.3
Average Years Experience of Assistant Principals	0.0	3.6	5.2
Average Years Experience of Assistant Principals with District	0.0	2.7	4.4
Average Years Experience of Teachers:	18.3	8.9	11.0
Average Years Experience of Teachers with District:	13.2	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$63,260	$55,464	$53,300
1-5 Years Experience	-	$56,117	$56,516
6-10 Years Experience	$58,585	$57,457	$59,732
11-20 Years Experience	$62,850	$61,136	$63,389
21-30 Years Experience	-	$64,963	$67,876
Over 30 Years Experience	$79,166	$72,352	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$64,218	$58,649	$60,717
Professional Support	$54,740	$69,764	$72,022
Campus Administration (School Leadership)	$88,682	$87,217	$85,167
Instructional Staff Percent:	n/a	60.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.0	2,105.4

Program Information	----- Campus ----- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.3%	5.9%
Career and Technical Education	0.0	0.0%	3.8%	5.4%
Compensatory Education	0.0	0.0%	2.6%	3.2%
Gifted and Talented Education	0.0	0.0%	2.4%	1.7%
Regular Education	5.8	96.1%	75.4%	70.6%
Special Education	0.2	3.9%	7.5%	9.7%
Other	0.0	0.0%	2.0%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022 – 2023

Administrators

Jason Schmidt...Principal

Tori Beutnagel...Associate Principal

Andrew Mason..…….................…………..............Assistant Principal

Carli Tucker.............................…..…Assistant Principal

Cheryl Schriewer.........................…...…...Academic Dean

Seguin Independent School District

Jim Barnes Middle School

2022-2023 Formative Review

Mission Statement

To provide an environment where all learners explore, reflect, and grow.

Vision

JBMS inspires ALL learners to achieve excellence!

Value Statement

At JBMS, we will:

1. Accept, Advocate, Adapt, and Achieve.
2. Embrace and Honor Community.
3. Model and Expect Excellence.
4. Create a Safe School Environment.
5. Be BOLD in all Things.

Table of Contents

Goals

Goal 1: Increase the percentage of all students (6-8) who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 56% by August 2024.

Performance Objective 1: By the end of the 2022-23 school year, the percentage of students achieving Meets Grade Level or above on the Reading STAAR in grades 6-8 will improve from 40% to 50%.

Evaluation Data Sources: STAAR, local assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We are still waiting on cut scores.

Strategy 1 Details	Reviews			
Strategy 1: RLA teachers will spend three days a week engaged in the PLC process and will focus on internalization, rehearsal, and execution of new HQIM (Wit and Wisdom) lessons.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students achievement will increase due to increased rigor and focused lessons. **Staff Responsible for Monitoring:** Principal, Academic Dean, Assistant Principal, Instructional Coach, **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	90%	95%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: RLA Teachers will attend monthly planning with district support to enhance planning, alignment, and instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student achievement will increase due to additional internalization and curriculum.assessment alignment. **Staff Responsible for Monitoring:** Academic Dean, District Coordinator, Instructional Coach, **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	80%	85%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Students will attend 30 minutes/week of reading intervention utilizing Book Nook, Freckle, as well as 30 minutes of Silent Sustained Reading.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student reading levels will increase for all students. **Staff Responsible for Monitoring:** Principal, Associate Principal, Academic Dean, Assistant Principals, Instructional Coach, **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	70%	80%	90%	→

Strategy 4 Details	Reviews			
Strategy 4: Jim Barnes MS will implement blended learning strategies in prioritized classes utilizing TCLAS funding.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student achievement will increase due to additional internalization, increased rigor, and student discourse. **Staff Responsible for Monitoring:** Principal, Associate Principal, Academic Dean, Assistant Principals, Instructional Coach, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	55%	60%	75%	→

Strategy 5 Details	Reviews			
Strategy 5: Jim Barnes MS will adopt and utilize high-quality instructional materials in all ELAR and Math classes utilizing TCLAS funding .	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students achievement will increase due to increased rigor and focused lessons. **Staff Responsible for Monitoring:** Principal, Associate Principal, Academic Dean, Assistant Principals, Instructional Coach, **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	85%	90%	100%	100%

Strategy 6 Details	Reviews			
Strategy 6: Jim Barnes MS will provide high-dosage tutoring to identified students with the funds of TCLAS funding.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students achievement will increase due to increase opportunity for intervention. **Staff Responsible for Monitoring:** Principal, Associate Principal, Academic Dean, Assistant Principals, Instructional Coach, ACE Program **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	15%	40%	70%	100%

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

Goal 1: Increase the percentage of all students (6-8) who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 56% by August 2024.

Performance Objective 2: By the end of the 2022-23 school year, student achievement levels on the Renaissance screener will increase.

High Priority

HB3 Goal

Evaluation Data Sources: Freckle

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: All students will take the BOY, MOY, and EOY Renaissance assessment to monitor growth in reading.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student reading comprehension will increase, **Staff Responsible for Monitoring:** Principal, Academic Dean, Instructional Coach, **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**	15%	60%	100%	100%

	0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Goal 2: Increase the percentage of all students (6-8) who score meets grade level or above on STAAR Mathematics from 23% to 56% by August 2024.

Performance Objective 1: By the end of the 2022-2023 school year, the percentage of students achieving Meets Grade Level or above on the Math STAAR in grades 6-8 will improve from 23% to 48%.

Evaluation Data Sources: STAAR summative data, local assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will spend three days a week engaged in the PLC process and will focus on internalization, rehearsal, and execution of new HQIM (Carnegie) lessons.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students achievement will increase due to increased rigor and focused lessons. **Staff Responsible for Monitoring:** Principal, Associate Principal, Academic Dean, Assistant Principal, Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**	20%	60%	100%	➡️

Strategy 2 Details	Reviews			

Strategy 2: Math Teachers will attend monthly planning with district support to enhance planning, alignment, and instruction.
 	
  Strategy's Expected Result/Impact: Student achievement will increase due to additional internalization and curriculum.assessment alignment.
  Staff Responsible for Monitoring: Principal, Associate Principal, Academic Dean, Assistant Principals, Instructional Coach,
 	
  TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	10%	55%	90%	100%

Strategy 3 Details	Reviews			

Strategy 3: Jim Barnes MS will implement blended learning strategies in prioritized classes utilizing TCLAS funds.
  Strategy's Expected Result/Impact: Increase student achievement and engagement through use of technology and specialized learning.
  Staff Responsible for Monitoring: Principal, Associate Principal, Academic Dean, Assistant Principals, Instructional Coach,
 	
  TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 5: Effective Instruction
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	N/A	35%	50%	→

Strategy 4 Details	Reviews			

Strategy 4: Jim Barnes MS will adopt and utilize high-quality instructional materials in all ELAR and Math classes funded by the TCLAS grant.
  Strategy's Expected Result/Impact: Increase student achievement by providing opportunities for students to engage with HQIM.
  Staff Responsible for Monitoring: Principal, Academic Dean, District Curriculum Leadership
 	
  TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	20%	50%	100%	100%

Strategy 5 Details	Reviews			
Strategy 5: Jim Barnes MS will provide high-dosage tutoring to identified students utilizing TCLAS funds.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students achievement will increase due to increase opportunity for intervention.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Associate Principal, Academic Dean, Assistant Principals, Instructional Coach, ACE Staff **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	N/A	35%	65%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	
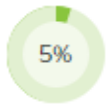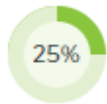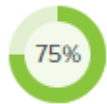
Goal 2: Increase the percentage of all students (6-8) who score meets grade level or above on STAAR Mathematics from 23% to 56% by August 2024.

Performance Objective 2: By the end of the 2022-2023 school year, the percentage of students who perform achieving masters on the Math STAAR in grades 6-8 will improve from 8% to 18%.

Evaluation Data Sources: STAAR Summative Data, Local Assessment Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We are waiting on the cut scores.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Utilize PLC's for all teachers to engage in internalization of planning to make learning meaningful for students by providing real-world examples and encouraging them to collaborate, and leverage personal experiences to make learning more personal in Math content, Special Education, accommodations, and EB linguistic accommodations to deliver a guaranteed and viable curriculum.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Carnegie Curriculum **Staff Responsible for Monitoring:** Principal, Associate Principal, Academic Dean, Assistant Principal, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	15%	50%	90%	→

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Provide professional learning for selected teachers via the Transcend and Carnegie Math to teach teachers to internalize lesson planning for deeper student understanding.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved student achievement in mathematics. **Staff Responsible for Monitoring:** Principal, Academic Dean, Instructional Coach, District Coordinators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	10%	45%	90%	→

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Increase student access to a rigorous and relevant curriculum through effective student centered coaching. All Department Leads will actively engage in student centered coaching in their respective areas.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved student achievement in mathematics. **Staff Responsible for Monitoring:** Principal, Academic Dean, Instructional Coach, District Coordinators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	5%	25%	75%	→

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

Goal 3: Increase student awareness of CCMR requirements and components to 100% of students in grades 6-8.

Performance Objective 1: By the end of the 2022-2023 school year, 100% of our students will participate in monthly CCMR activities.

    Evaluation Data Sources: Student attendance at monthly events.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews		
Strategy 1: JBMS students will participate in monthly activities such as career inventories, TSIA prep, and Texas State partnership activities.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will have an increased understanding of CCMR components. **Staff Responsible for Monitoring:** Principal, Associate Principal, Counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Nov**	**Jan**	**Mar**	**June**
	N/A	20%	45%	→
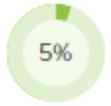
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

Goal 3: Increase student awareness of CCMR requirements and components to 100% of students in grades 6-8.

Performance Objective 2: Over the course of the 2022-23 school year, AVID strategies will be implemented across all grade levels at Jim Barnes Middle School.

    Evaluation Data Sources: Walkthrough data

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Students will learn organizational skills, AVID claps, and Cornell notes .	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student success and student culture will improve. **Staff Responsible for Monitoring:** Administrators, counselors, teachers. **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**
	5%	20%	45%	→

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

Goal 4: Jim Barnes Middle School will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: By the end of the 2022-2023 school year, 100% of 8th students and families will engage in annual "pathways to an exceptional future" planning.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Work with SHS and CCMR leads to create these opportunites for students.

Goal 4: Jim Barnes Middle School will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 2: By the end of the 2022-2023 school year, the Panorama Student Survey SEL Score in grades 6-8 will improve to 51% in emotion regulation, 57% in grit, and 58 % in social awareness.

Evaluation Data Sources: End of Year Panorama SEL scores.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue to focus on improving these characteristic across our student population during the upcoming year.

Strategy 1 Details	Reviews			
Strategy 1: Jim Barnes MS will implement social-emotional learning strategies for all students with support of TCLAS funding.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the percentage of students who self report having an overall positive experience. **Staff Responsible for Monitoring:** Principal, Associate Principal, Academic Dean, Assistant Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	10%	55%	90%	→

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

Goal 4: Jim Barnes Middle School will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 3: By the end of the 2022-2023 school year, Jim Barnes Middle School will increase attendance from 88% to 95.0%.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue to track, monitor, and communicate to improve attendance for the upcoming year.

Goal 4: Jim Barnes Middle School will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 4: By the end of the 2022-2023 school year, Jim Barnes Middle School will decrease out of class placements (ISS/Suspension/DAEP) by 10%.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Jim Barnes Middle School will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 5: Ensure safety and security in an innovative environment that supports teaching and learning.

High Priority

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue to implement daily perimeter checks, regularly scheduled drills, and parent nights.

Strategy 1 Details	Reviews			
Strategy 1: Jim Barnes MS will implement an innovative school model to increase relevance through project-based learning opportunities for students utilizing TCLAS funding.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement by providing highly engaging, relevant, and rigorous learning opportunities for students. **Staff Responsible for Monitoring:** Principal, Associate Principal, Academic Dean, Assistant Principals, PBL Leads **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	15%	55%	100%	→

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

Goal 5: Jim Barnes Middle School will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: By Spring of 2023, Barnes staff surveys will show an above average organizational health index score.

   Summative Evaluation: Significant progress made toward meeting Objective

   Next Year's Recommendation: Continue to focus on culture building. improved communication, and building staff capacity.

Goal 5: Jim Barnes Middle School will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 2: By the end of the 2022-2023 school year, teacher turnover will decrease by 10% at Jim Barnes Middle School.

   Evaluation Data Sources: Human Resources retention reports.

   Summative Evaluation: Exceeded Objective

   Next Year's Recommendation: Continue to build capacity in all teachers while providing them support in instructional. operational, and campus culture related areas.

Goal 6: Jim Barnes Middle School will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: By Spring 2023, Jim Barnes will increase the number of parents who are involved in parent groups on campuses from 13% to 25%

as measured by the Panorama survey.

    Evaluation Data Sources: Panorama survey data

    Summative Evaluation: Some progress made toward meeting Objective

Goal 6: Jim Barnes Middle School will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: By Spring 2023, Jim Barnes middle School will increase the percentage of parents by 10% who indicate that school communication for involvement opportunities is favorable as measured by the Panorama survey.

    Evaluation Data Sources: Panorama survey data

    Summative Evaluation: Significant progress made toward meeting Objective

Goal 7: Jim Barnes Middle School will achieve a "B" rating by the spring of 2025

Performance Objective 1: By 2023, SISD will not have any "D or F" rated schools.

    Evaluation Data Sources: Accountability data

    Summative Evaluation: Significant progress made toward meeting Objective

2022-23 Texas Academic Performance Report (TAPR)

District Name: SEGUIN ISD

Campus Name: JIM BARNES MIDDLE

Campus Number: 094901041

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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%	**68%**	63%	63%	84%	*	-	-	*	38%	83%	67%	70%	66%	62%
	2022	70%	53%	**58%**	73%	50%	76%	*	*	-	*	34%	*	57%	60%	51%	29%
At Meets Grade Level or Above	2023	52%	39%	**39%**	25%	33%	58%	*	-	-	*	24%	17%	37%	46%	34%	27%
	2022	43%	26%	**30%**	18%	23%	45%	*	*	-	*	24%	*	29%	31%	21%	5%
At Masters Grade Level	2023	22%	13%	**13%**	13%	11%	18%	*	-	-	*	14%	0%	14%	9%	11%	11%
	2022	23%	13%	**15%**	0%	11%	26%	*	*	-	*	8%	*	16%	13%	10%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	61%	**55%**	50%	46%	80%	*	-	-	*	29%	83%	57%	47%	52%	46%
	2022	73%	55%	**59%**	55%	51%	81%	*	*	-	*	39%	*	58%	62%	51%	43%
At Meets Grade Level or Above	2023	40%	23%	**19%**	13%	14%	35%	*	-	-	*	19%	17%	18%	19%	17%	14%
	2022	39%	16%	**19%**	18%	13%	34%	*	*	-	*	21%	*	19%	19%	12%	0%
At Masters Grade Level	2023	16%	6%	**5%**	13%	3%	11%	*	-	-	*	14%	0%	5%	5%	5%	0%
	2022	16%	5%	**7%**	0%	4%	11%	*	*	-	*	8%	*	7%	6%	4%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	64%	**63%**	73%	57%	79%	*	*	-	*	39%	*	63%	64%	63%	40%
	2022	80%	69%	**72%**	83%	69%	84%	-	*	-	*	55%	83%	72%	73%	67%	53%
At Meets Grade Level or Above	2023	55%	36%	**37%**	27%	30%	58%	*	*	-	*	32%	*	36%	38%	33%	17%
	2022	56%	40%	**44%**	50%	38%	65%	-	*	-	*	38%	83%	43%	49%	38%	22%
At Masters Grade Level	2023	27%	15%	**17%**	9%	13%	30%	*	*	-	*	16%	*	15%	22%	14%	10%
	2022	37%	21%	**22%**	17%	20%	32%	-	*	-	*	7%	33%	22%	24%	17%	11%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	41%	**44%**	50%	39%	58%	*	-	-	*	43%	*	44%	43%	46%	22%
	2022	61%	30%	**32%**	*	30%	39%	-	*	-	*	45%	40%	32%	30%	31%	26%
At Meets Grade Level or Above	2023	37%	12%	**12%**	10%	9%	19%	*	-	-	*	25%	*	10%	17%	11%	7%
	2022	31%	10%	**12%**	*	10%	21%	-	*	-	*	38%	20%	13%	6%	12%	4%
At Masters Grade Level	2023	11%	2%	**4%**	0%	4%	6%	*	-	-	*	18%	*	4%	4%	4%	4%
	2022	13%	2%	**1%**	*	1%	3%	-	*	-	*	0%	0%	1%	0%	1%	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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	83%	80%	**84%**	86%	82%	91%	-	*	-	*	59%	*	84%	88%	82%	68%
	2022	83%	69%	**72%**	70%	70%	81%	-	*	*	50%	45%	*	73%	67%	67%	62%
At Meets Grade Level or Above	2023	58%	50%	**54%**	43%	52%	63%	-	*	-	*	43%	*	55%	50%	50%	26%
	2022	58%	39%	**45%**	40%	39%	61%	-	*	*	50%	28%	*	47%	37%	39%	24%
At Masters Grade Level	2023	28%	18%	**21%**	14%	18%	28%	-	*	-	*	19%	*	21%	20%	17%	9%
	2022	37%	21%	**25%**	20%	22%	34%	-	*	*	25%	10%	*	27%	15%	20%	5%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	57%	**55%**	60%	52%	65%	-	*	-	*	54%	*	57%	48%	50%	39%
	2022	71%	50%	**49%**	22%	43%	66%	-	-	*	75%	34%	*	45%	63%	41%	37%
At Meets Grade Level or Above	2023	46%	26%	**29%**	40%	24%	47%	-	*	-	*	43%	*	31%	21%	25%	11%
	2022	40%	17%	**21%**	0%	18%	31%	-	-	*	50%	27%	*	21%	24%	16%	15%
At Masters Grade Level	2023	17%	9%	**11%**	20%	7%	22%	-	*	-	*	30%	*	11%	10%	10%	0%
	2022	14%	3%	**5%**	0%	4%	8%	-	-	*	0%	2%	*	6%	2%	2%	4%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	68%	**75%**	86%	72%	84%	-	*	-	*	62%	*	74%	80%	74%	56%
	2022	74%	56%	**65%**	70%	58%	85%	-	*	*	75%	48%	*	65%	67%	58%	48%
At Meets Grade Level or Above	2023	47%	41%	**52%**	57%	48%	66%	-	*	-	*	49%	*	54%	46%	50%	26%
	2022	45%	25%	**31%**	20%	24%	49%	-	*	*	50%	28%	*	31%	31%	24%	19%
At Masters Grade Level	2023	17%	13%	**17%**	14%	15%	22%	-	*	-	*	14%	*	17%	14%	12%	9%
	2022	24%	11%	**14%**	10%	12%	18%	-	*	*	25%	10%	*	16%	5%	9%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	52%	**57%**	71%	51%	73%	-	*	-	*	49%	*	57%	57%	54%	29%
	2022	61%	44%	**51%**	40%	45%	72%	-	*	*	50%	35%	*	51%	55%	44%	38%
At Meets Grade Level or Above	2023	33%	23%	**30%**	29%	24%	48%	-	*	-	*	38%	*	30%	29%	26%	12%
	2022	31%	16%	**20%**	10%	17%	28%	-	*	*	25%	23%	*	21%	15%	12%	14%
At Masters Grade Level	2023	16%	10%	**14%**	14%	12%	19%	-	*	-	*	14%	*	15%	9%	10%	9%
	2022	18%	7%	**10%**	10%	8%	16%	-	*	*	13%	10%	*	12%	4%	5%	10%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	68%	**92%**	*	93%	89%	-	-	-	*	*	-	91%	96%	87%	67%
	2022	76%	63%	**93%**	*	91%	94%	-	*	-	*	*	-	92%	100%	93%	*

Texas Education Agency
2022-23 STAAR Performance (TAPR)
JIM BARNES MIDDLE (094901041) - SEGUIN ISD - GUADALUPE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	43%	27%	**76%**	*	76%	75%	-	-	-	*	*	-	76%	74%	70%	44%
	2022	43%	26%	**62%**	*	60%	67%	-	*	-	*	*	-	64%	54%	63%	*
At Masters Grade Level	2023	23%	12%	**51%**	*	49%	58%	-	-	-	*	*	-	49%	57%	46%	33%
	2022	27%	10%	**36%**	*	31%	42%	-	*	-	*	*	-	35%	38%	30%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	67%	**65%**	68%	61%	79%	*	63%	-	67%	46%	77%	65%	65%	63%	47%
	2022	74%	63%	**60%**	58%	54%	76%	*	50%	*	65%	42%	73%	59%	62%	54%	42%
At Meets Grade Level or Above	2023	49%	37%	**37%**	32%	33%	53%	*	25%	-	50%	34%	37%	38%	36%	33%	19%
	2022	48%	34%	**30%**	23%	25%	45%	*	43%	*	43%	28%	33%	31%	28%	24%	14%
At Masters Grade Level	2023	20%	12%	**15%**	11%	13%	23%	*	25%	-	22%	18%	3%	15%	14%	12%	7%
	2022	23%	14%	**14%**	8%	11%	21%	*	21%	*	18%	7%	7%	15%	10%	10%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	**72%**	73%	68%	85%	*	*	-	67%	45%	75%	72%	74%	71%	57%
	2022	75%	64%	**68%**	74%	63%	80%	*	40%	*	58%	45%	75%	68%	66%	62%	49%
At Meets Grade Level or Above	2023	53%	40%	**44%**	31%	39%	60%	*	*	-	50%	33%	33%	44%	45%	39%	24%
	2022	53%	39%	**40%**	33%	34%	57%	*	40%	*	50%	30%	50%	40%	39%	33%	18%
At Masters Grade Level	2023	20%	12%	**17%**	12%	14%	26%	*	*	-	17%	16%	0%	17%	17%	14%	10%
	2022	25%	16%	**21%**	11%	18%	31%	*	0%	*	25%	8%	17%	22%	17%	16%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	63%	**57%**	58%	52%	73%	*	*	-	50%	42%	75%	59%	53%	54%	40%
	2022	72%	59%	**53%**	44%	47%	71%	*	60%	*	75%	40%	58%	52%	59%	47%	36%
At Meets Grade Level or Above	2023	45%	30%	**28%**	27%	23%	43%	*	*	-	33%	29%	25%	29%	27%	24%	14%
	2022	42%	27%	**23%**	19%	19%	36%	*	40%	*	42%	28%	25%	24%	21%	18%	9%
At Masters Grade Level	2023	19%	10%	**13%**	8%	10%	23%	*	*	-	17%	21%	0%	13%	13%	11%	4%
	2022	20%	10%	**8%**	4%	6%	14%	*	40%	*	8%	3%	0%	9%	6%	5%	1%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	72%	**75%**	86%	72%	84%	-	*	-	*	62%	*	74%	80%	74%	56%
	2022	76%	66%	**65%**	70%	58%	85%	-	*	*	75%	48%	*	65%	67%	58%	48%
At Meets Grade Level or Above	2023	47%	39%	**52%**	57%	48%	66%	-	*	-	*	49%	*	54%	46%	50%	26%
	2022	47%	34%	**31%**	20%	24%	49%	-	*	*	50%	28%	*	31%	31%	24%	19%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	14%	**17%**	14%	15%	22%	-	*	-	*	14%	*	17%	14%	12%	9%
	2022	21%	12%	**14%**	10%	12%	18%	-	*	*	25%	10%	*	16%	5%	9%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	71%	**57%**	71%	51%	73%	-	*	-	*	49%	*	57%	57%	54%	29%
	2022	75%	67%	**51%**	40%	45%	72%	-	*	*	50%	35%	*	51%	55%	44%	38%
At Meets Grade Level or Above	2023	52%	40%	**30%**	29%	24%	48%	-	*	-	*	38%	*	30%	29%	26%	12%
	2022	50%	38%	**20%**	10%	17%	28%	-	*	*	25%	23%	*	21%	15%	12%	14%
At Masters Grade Level	2023	27%	18%	**14%**	14%	12%	19%	-	*	-	*	14%	*	15%	9%	10%	9%
	2022	30%	19%	**10%**	10%	8%	16%	-	*	*	13%	10%	*	12%	4%	5%	10%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	20%	**18%**	13%	13%	35%	*	-	-	*	21%	17%	17%	21%	16%	13%
	2022	31%	14%	**16%**	18%	12%	26%	*	*	-	*	21%	*	17%	15%	11%	0%
Reading and Mathematics Including EOC	2023	35%	20%	**18%**	13%	13%	35%	*	-	-	*	21%	17%	17%	21%	16%	13%
	2022	31%	14%	**16%**	18%	12%	26%	*	*	-	*	21%	*	17%	15%	11%	0%
Reading Including EOC	2023	52%	39%	**40%**	25%	33%	58%	*	-	-	*	26%	17%	37%	47%	34%	29%
	2022	43%	26%	**30%**	18%	23%	45%	*	*	-	*	24%	*	29%	31%	21%	5%
Math Including EOC	2023	40%	23%	**19%**	13%	14%	35%	*	-	-	*	21%	17%	18%	21%	17%	16%
	2022	40%	16%	**19%**	18%	13%	34%	*	*	-	*	21%	*	19%	19%	12%	0%
7th Graders																	
Reading and Mathematics	2023	37%	18%	**18%**	18%	12%	32%	*	*	-	*	23%	*	17%	19%	14%	3%
	2022	32%	16%	**19%**	17%	15%	32%	-	*	-	*	36%	17%	19%	20%	15%	6%
Reading and Mathematics Including EOC	2023	38%	18%	**18%**	18%	12%	32%	*	*	-	*	23%	*	17%	19%	14%	3%
	2022	33%	16%	**19%**	17%	15%	33%	-	*	-	*	36%	17%	19%	20%	16%	6%
Reading Including EOC	2023	55%	36%	**36%**	27%	30%	58%	*	*	-	*	30%	*	36%	37%	33%	14%
	2022	56%	40%	**44%**	50%	38%	65%	-	*	-	*	38%	83%	43%	49%	38%	22%
Math Including EOC	2023	43%	21%	**20%**	18%	15%	35%	*	*	-	*	23%	*	19%	22%	16%	7%
	2022	37%	17%	**21%**	17%	16%	35%	-	*	-	*	38%	17%	21%	20%	17%	6%
8th Graders																	
Reading and Mathematics	2023	31%	16%	**21%**	*	19%	32%	-	*	-	*	45%	*	24%	9%	19%	4%
	2022	27%	8%	**10%**	0%	7%	17%	-	-	*	33%	23%	*	10%	10%	7%	11%

2022-23 STAAR Performance (TAPR)
JIM BARNES MIDDLE (094901041) - SEGUIN ISD - GUADALUPE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	30%	**39%**	43%	35%	53%	-	*	-	*	43%	*	41%	32%	34%	12%
	2022	41%	21%	**26%**	20%	21%	40%	-	*	*	38%	23%	*	28%	19%	21%	14%
Reading Including EOC	2023	58%	50%	**54%**	43%	52%	63%	-	*	-	*	43%	*	55%	50%	50%	26%
	2022	58%	39%	**45%**	40%	39%	61%	-	*	*	50%	28%	*	47%	37%	39%	24%
Math Including EOC	2023	51%	33%	**43%**	57%	38%	58%	-	*	-	*	46%	*	44%	38%	38%	18%
	2022	48%	25%	**30%**	20%	26%	40%	-	*	*	38%	25%	*	32%	24%	26%	24%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	25%	**19%**	17%	14%	33%	*	*	-	*	29%	17%	19%	17%	16%	8%
	2022	34%	22%	**16%**	13%	12%	26%	*	*	*	40%	27%	8%	16%	15%	12%	5%
Reading and Mathematics Including EOC	2023	39%	27%	**26%**	23%	21%	40%	*	*	-	17%	28%	17%	26%	24%	22%	10%
	2022	36%	24%	**21%**	19%	16%	33%	*	40%	*	42%	27%	8%	22%	18%	16%	6%
Reading Including EOC	2023	53%	42%	**44%**	31%	39%	60%	*	*	-	50%	33%	33%	44%	45%	39%	24%
	2022	53%	40%	**40%**	33%	34%	57%	*	40%	*	50%	30%	50%	40%	39%	33%	18%
Math Including EOC	2023	47%	32%	**28%**	27%	23%	43%	*	*	-	33%	29%	25%	29%	27%	24%	14%
	2022	43%	29%	**23%**	19%	19%	36%	*	40%	*	42%	28%	25%	24%	21%	18%	9%

* 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%	43%	**44%**	29%	45%	40%	*	-	-	*	36%	33%	44%	41%	43%	51%
Grade 6 Mathematics	2023	54%	39%	**34%**	14%	34%	37%	*	-	-	*	50%	17%	33%	36%	32%	29%
Grade 7 ELA/Reading	2023	71%	61%	**59%**	75%	55%	69%	*	*	-	*	51%	*	58%	63%	59%	50%
Grade 7 Mathematics	2023	56%	48%	**49%**	67%	45%	57%	*	-	-	*	58%	*	49%	50%	50%	28%
Grade 8 ELA/Reading	2023	63%	66%	**67%**	67%	68%	63%	-	*	-	*	58%	*	67%	66%	68%	59%
Grade 8 Mathematics	2023	74%	63%	**62%**	*	61%	60%	-	*	-	*	69%	*	64%	49%	60%	61%
End of Course Algebra I	2023	76%	76%	**90%**	*	91%	91%	-	-	-	*	*	-	92%	85%	86%	78%
All Grades Both Subjects	2023	64%	58%	**56%**	58%	55%	58%	*	92%	-	70%	54%	40%	57%	54%	55%	48%
All Grades ELA/Reading	2023	63%	58%	**58%**	59%	57%	58%	*	*	-	80%	48%	42%	58%	57%	57%	54%
All Grades Mathematics	2023	66%	59%	**54%**	57%	53%	58%	*	*	-	60%	59%	38%	55%	50%	52%	42%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	26%	**22%**	*	19%	44%	-	-	-	*	13%	-	22%	21%	23%	23%
Grade 6 Mathematics	2023	35%	23%	**20%**	*	18%	36%	-	-	-	*	19%	-	23%	7%	16%	25%
Grade 7 ELA/Reading	2023	39%	33%	**28%**	*	23%	50%	-	*	-	*	7%	*	27%	30%	30%	25%
Grade 7 Mathematics	2023	22%	16%	**16%**	*	17%	0%	-	-	-	*	16%	*	17%	12%	18%	0%
Grade 8 ELA/Reading	2023	39%	46%	**52%**	*	52%	50%	-	*	-	-	25%	-	47%	69%	46%	33%
Grade 8 Mathematics	2023	49%	35%	**27%**	*	30%	7%	-	*	-	-	21%	*	28%	21%	25%	11%
End of Course Algebra I	2023	58%	54%	**75%**	*	80%	50%	-	-	-	-	*	-	72%	*	65%	60%
All Grades Both Subjects	2023	38%	33%	**29%**	37%	29%	31%	-	*	-	*	17%	20%	29%	28%	28%	21%
All Grades ELA/Reading	2023	35%	33%	**33%**	25%	31%	48%	-	*	-	*	13%	*	32%	38%	33%	27%
All Grades Mathematics	2023	40%	33%	**26%**	45%	27%	19%	-	*	-	*	21%	*	28%	19%	24%	16%

* 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%	67%	**65%**	-	-	-	-	-	-	44%	-	44%	-	50%	68%	44%	71%
	2022	74%	63%	**60%**	-	-	-	-	-	-	39%	-	39%	-	*	62%	38%	80%
At Meets Grade Level or Above	2023	49%	37%	**37%**	-	-	-	-	-	-	16%	-	16%	-	40%	40%	17%	32%
	2022	48%	34%	**30%**	-	-	-	-	-	-	14%	-	14%	-	*	32%	13%	20%
At Masters Grade Level	2023	20%	12%	**15%**	-	-	-	-	-	-	5%	-	5%	-	10%	16%	5%	25%
	2022	23%	14%	**14%**	-	-	-	-	-	-	5%	-	5%	-	*	15%	4%	10%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	**72%**	-	-	-	-	-	-	55%	-	55%	-	40%	75%	54%	82%
	2022	75%	64%	**68%**	-	-	-	-	-	-	45%	-	45%	-	*	70%	43%	89%
At Meets Grade Level or Above	2023	53%	40%	**44%**	-	-	-	-	-	-	21%	-	21%	-	40%	47%	22%	36%
	2022	53%	39%	**40%**	-	-	-	-	-	-	16%	-	16%	-	*	42%	16%	33%
At Masters Grade Level	2023	20%	12%	**17%**	-	-	-	-	-	-	6%	-	6%	-	20%	18%	7%	36%
	2022	25%	16%	**21%**	-	-	-	-	-	-	6%	-	6%	-	*	22%	6%	22%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	63%	**57%**	-	-	-	-	-	-	35%	-	35%	-	60%	60%	37%	64%
	2022	72%	59%	**53%**	-	-	-	-	-	-	31%	-	31%	-	*	55%	32%	67%
At Meets Grade Level or Above	2023	45%	30%	**28%**	-	-	-	-	-	-	11%	-	11%	-	40%	31%	12%	27%
	2022	42%	27%	**23%**	-	-	-	-	-	-	9%	-	9%	-	*	25%	9%	11%
At Masters Grade Level	2023	19%	10%	**13%**	-	-	-	-	-	-	4%	-	4%	-	0%	15%	3%	9%
	2022	20%	10%	**8%**	-	-	-	-	-	-	1%	-	1%	-	*	9%	1%	0%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	72%	**75%**	-	-	-	-	-	-	52%	-	52%	-	-	78%	52%	*
	2022	76%	66%	**65%**	-	-	-	-	-	-	45%	-	45%	-	-	67%	45%	*
At Meets Grade Level or Above	2023	47%	39%	**52%**	-	-	-	-	-	-	26%	-	26%	-	-	56%	26%	*
	2022	47%	34%	**31%**	-	-	-	-	-	-	20%	-	20%	-	-	32%	20%	*
At Masters Grade Level	2023	18%	14%	**17%**	-	-	-	-	-	-	6%	-	6%	-	-	18%	6%	*
	2022	21%	12%	**14%**	-	-	-	-	-	-	5%	-	5%	-	-	14%	5%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	71%	**57%**	-	-	-	-	-	-	29%	-	29%	-	-	61%	29%	*
	2022	75%	67%	**51%**	-	-	-	-	-	-	35%	-	35%	-	-	53%	35%	*
At Meets Grade Level or Above	2023	52%	40%	**30%**	-	-	-	-	-	-	10%	-	10%	-	-	32%	10%	*
	2022	50%	38%	**20%**	-	-	-	-	-	-	15%	-	15%	-	-	20%	15%	*

	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%	18%	**14%**	-	-	-	-	-	-	6%	-	6%	-	-	14%	6%	*
	2022	30%	19%	**10%**	-	-	-	-	-	-	10%	-	10%	-	-	10%	10%	*
							School Progress - Annual Growth											
All Grades Both Subjects	2023	64%	58%	**56%**	-	-	-	-	-	-	48%	-	48%	-	50%	57%	48%	48%
All Grades ELA/Reading	2023	63%	58%	**58%**	-	-	-	-	-	-	52%	-	52%	-	70%	58%	53%	59%
All Grades Mathematics	2023	66%	59%	**54%**	-	-	-	-	-	-	43%	-	43%	-	30%	57%	43%	36%
							School Progress - Accelerated Learning											
All Grades Both Subjects	2023	38%	33%	**29%**	-	-	-	-	-	-	21%	-	21%	-	*	31%	20%	*
All Grades ELA/Reading	2023	35%	33%	**33%**	-	-	-	-	-	-	26%	-	26%	-	*	35%	24%	*
All Grades Mathematics	2023	40%	33%	**26%**	-	-	-	-	-	-	17%	-	17%	-	*	29%	16%	*

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

  - Indicates there are no students in the group.

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

	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%	100%	100%
Included in Accountability	93%	93%	**94%**	92%	93%	96%	67%	100%	-	100%	99%	86%	97%	83%	96%	92%
Not Included in Accountability: Mobile	4%	5%	**5%**	8%	6%	4%	33%	0%	-	0%	1%	14%	3%	14%	3%	4%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	2%	0%	4%
Not Tested	1%	1%	**0%**	0%	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%	0%	0%
Other	0%	0%	**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%	99%	100%	100%
Included in Accountability	92%	93%	**94%**	93%	93%	97%	*	*	-	100%	98%	86%	97%	85%	97%	92%
Not Included in Accountability: Mobile	4%	4%	**5%**	7%	5%	3%	*	*	-	0%	2%	14%	3%	12%	3%	3%
Not Included in Accountability: Other Exclusions	3%	2%	**1%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	3%	0%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	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%	93%	**94%**	93%	94%	97%	*	*	-	100%	98%	92%	97%	85%	97%	93%
Not Included in Accountability: Mobile	5%	5%	**5%**	7%	5%	3%	*	*	-	0%	2%	8%	2%	12%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	3%	0%	5%
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%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**99%**	100%	99%	100%	-	*	-	*	100%	*	100%	99%	100%	100%
Included in Accountability	93%	93%	**92%**	88%	92%	93%	-	*	-	*	100%	*	97%	79%	95%	89%
Not Included in Accountability: Mobile	4%	5%	**7%**	13%	6%	7%	-	*	-	*	0%	*	3%	18%	4%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	1%	0%	3%
Not Tested	1%	2%	**1%**	0%	1%	0%	-	*	-	*	0%	*	0%	1%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	1%	0%	0%
Other	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%
Included in Accountability	94%	94%	**92%**	88%	92%	93%	-	*	-	*	100%	*	97%	79%	95%	89%
Not Included in Accountability: Mobile	4%	4%	**7%**	13%	7%	7%	-	*	-	*	0%	*	3%	20%	4%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	1%	0%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**99%**	100%	99%	99%	*	100%	*	100%	99%	100%	99%	98%	99%	100%
Included in Accountability	93%	93%	**93%**	93%	93%	97%	*	100%	*	100%	94%	88%	96%	83%	94%	91%
Not Included in Accountability: Mobile	5%	4%	**6%**	8%	6%	2%	*	0%	*	0%	5%	12%	3%	15%	5%	8%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	2%	**1%**	0%	1%	1%	*	0%	*	0%	1%	0%	1%	2%	1%	0%
Absent	1%	2%	**1%**	0%	1%	1%	*	0%	*	0%	1%	0%	1%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**99%**	100%	99%	99%	*	100%	*	100%	99%	100%	99%	98%	99%	100%
Included in Accountability	92%	93%	**93%**	93%	93%	97%	*	100%	*	100%	93%	86%	96%	83%	94%	91%
Not Included in Accountability: Mobile	5%	5%	**6%**	7%	6%	2%	*	0%	*	0%	6%	14%	3%	15%	5%	8%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	2%	**1%**	0%	1%	1%	*	0%	*	0%	1%	0%	1%	2%	1%	0%
Absent	1%	2%	**1%**	0%	1%	1%	*	0%	*	0%	1%	0%	1%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**99%**	100%	99%	99%	*	100%	*	100%	99%	100%	99%	98%	99%	100%
Included in Accountability	93%	93%	**93%**	93%	93%	97%	*	100%	*	100%	93%	86%	96%	83%	94%	91%
Not Included in Accountability: Mobile	5%	5%	**6%**	7%	6%	2%	*	0%	*	0%	6%	14%	3%	15%	5%	8%

	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%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	2%	1%	0%	1%	1%	*	0%	*	0%	1%	0%	1%	2%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	*	0%	*	0%	1%	0%	1%	2%	1%	0%
Other	0%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	97%	99%	100%	98%	99%	-	*	*	100%	98%	*	99%	98%	98%	100%
Included in Accountability	93%	92%	93%	91%	93%	97%	-	*	*	100%	95%	*	96%	85%	94%	91%
Not Included in Accountability: Mobile	4%	4%	5%	9%	5%	1%	-	*	*	0%	2%	*	3%	14%	4%	9%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	3%	1%	0%	2%	1%	-	*	*	0%	2%	*	1%	2%	2%	0%
Absent	1%	3%	1%	0%	2%	1%	-	*	*	0%	2%	*	1%	2%	2%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	99%	100%	99%	99%	-	*	*	100%	100%	*	99%	98%	99%	100%
Included in Accountability	94%	96%	94%	91%	94%	97%	-	*	*	100%	98%	*	96%	85%	94%	91%
Not Included in Accountability: Mobile	4%	2%	5%	9%	5%	1%	-	*	*	0%	2%	*	3%	14%	4%	9%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	2%	1%	0%	1%	1%	-	*	*	0%	0%	*	1%	2%	1%	0%
Absent	1%	2%	1%	0%	1%	1%	-	*	*	0%	0%	*	1%	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%	90.0%	**89.4%**	88.9%	88.5%	91.6%	*	*	*	91.8%	86.1%	88.1%	89.5%
2020-21	95.0%	93.0%	**93.7%**	93.9%	93.5%	94.4%	*	*	*	95.1%	91.0%	92.8%	93.3%
Chronic Absenteeism													
2021-22	25.7%	34.7%	**40.0%**	45.7%	43.4%	30.3%	*	0.0%	*	15.4%	47.9%	46.2%	43.9%
2020-21	15.0%	22.5%	**20.8%**	17.9%	22.9%	15.2%	*	*	*	7.7%	32.6%	25.3%	26.9%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	**0.2%**	0.0%	0.2%	0.0%	-	*	*	0.0%	0.0%	0.2%	0.0%
2020-21	0.9%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.6%	*	-	*	-	-	-	-	-	*	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	92.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	91.4%	-	-	-	-	-	-	-	-	-	-	-

	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%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
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%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	1.2%	-	-	-	-	-	-	-	-	-	-	-
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%	69.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	69.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	72.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	70.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	68.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	70.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	68.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	456	368,686
By Ethnicity:				
African American	-	-	24	45,227
Hispanic	-	-	321	191,125
White	-	-	103	103,171
American Indian	-	-	1	1,159
Asian	-	-	1	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	5	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)	-	-	137	51,023
Foundation H.S. Program (Endorsement)	-	-	8	14,179
Foundation H.S. Program (DLA)	-	-	311	302,917
Special Education Graduates	-	-	49	32,447
Economically Disadvantaged Graduates	-	-	261	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	23	40,398
At-Risk Graduates	-	-	255	159,689
CTE Completers	-	-	91	107,502

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	797	100.0%	7,197	5,504,150	797	100.0%	7,239	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.9%	0.7%	0	0.0%	1.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	7.1%	7.2%	0	0.0%	7.0%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.1%
Grade 5	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	236	29.6%	6.6%	7.3%	236	29.6%	6.5%	7.2%
Grade 7	267	33.5%	7.1%	7.4%	267	33.5%	7.1%	7.4%
Grade 8	294	36.9%	7.8%	7.7%	294	36.9%	7.7%	7.7%
Grade 9	0	0.0%	10.2%	8.7%	0	0.0%	10.1%	8.7%
Grade 10	0	0.0%	8.1%	7.9%	0	0.0%	8.1%	7.9%
Grade 11	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 12	0	0.0%	6.0%	6.6%	0	0.0%	6.0%	6.6%
Ethnic Distribution:								
African American	27	3.4%	3.6%	12.8%	27	3.4%	3.6%	12.8%
Hispanic	564	70.8%	70.6%	53.0%	564	70.8%	70.5%	52.9%
White	194	24.3%	23.5%	25.6%	194	24.3%	23.7%	25.7%
American Indian	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Asian	3	0.4%	0.3%	5.1%	3	0.4%	0.3%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	7	0.9%	1.7%	3.0%	7	0.9%	1.7%	3.0%
Sex:								
Female	399	50.1%	48.0%	48.8%	399	50.1%	48.0%	48.8%
Male	398	49.9%	52.0%	51.2%	398	49.9%	52.0%	51.2%
Economically Disadvantaged	601	75.4%	77.4%	62.1%	601	75.4%	77.2%	62.0%
Non-Educationally Disadvantaged	196	24.6%	22.6%	37.9%	196	24.6%	22.8%	38.0%
Section 504 Students	79	9.9%	7.5%	7.4%	79	9.9%	7.5%	7.4%
EB Students/EL	96	12.0%	12.9%	23.1%	96	12.0%	12.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	57	6.1%	3.4%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	46	5.8%	4.3%	5.5%	46	5.8%	4.3%	5.5%
Foster Care	1	0.1%	0.3%	0.2%	1	0.1%	0.3%	0.2%
Homeless	10	1.3%	1.3%	1.3%	10	1.3%	1.3%	1.3%
Immigrant	11	1.4%	1.3%	2.2%	11	1.4%	1.3%	2.2%
Migrant	5	0.6%	0.2%	0.3%	5	0.6%	0.2%	0.3%
Title I	12	1.5%	58.4%	64.6%	12	1.5%	58.6%	64.6%
Military Connected	9	1.1%	1.3%	3.6%	9	1.1%	1.3%	3.6%
At-Risk	507	63.6%	60.8%	53.3%	507	63.6%	60.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	91	11.4%	14.0%	23.2%	91	11.4%	13.9%	23.2%
Career and Technical Education	79	9.9%	19.9%	26.5%	79	9.9%	19.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	59.4%	72.3%	0	-	59.3%	72.2%
Gifted and Talented Education	79	9.9%	7.8%	8.2%	79	9.9%	7.7%	8.2%
Special Education	131	16.4%	16.0%	12.6%	131	16.4%	16.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	131							
By Type of Primary Disability								
Students with Intellectual Disabilities	70	53.4%	40.8%	44.1%				
Students with Physical Disabilities	10	7.6%	19.2%	20.0%				
Students with Autism	19	14.5%	18.3%	15.5%				
Students with Behavioral Disabilities	32	24.4%	19.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	132	14.2%	23.0%	16.8%				
By Ethnicity:								
African American	9	1.0%	1.3%	3.3%				
Hispanic	98	10.6%	16.3%	8.7%				
White	24	2.6%	4.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	25	17.1%	23.0%	18.6%				
Count and Percent of EB Students/EL who are Mobile	14	17.1%	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	93	15.0%	23.7%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	71	12.6%	19.1%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.7%	1.5%	-	1.6%	4.5%
Grade 1	-	0.5%	2.5%	-	2.3%	3.6%
Grade 2	-	0.5%	1.6%	-	1.1%	2.0%
Grade 3	-	0.7%	0.8%	-	0.0%	0.9%
Grade 4	-	0.2%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.3%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	-	24.8%	8.7%	-	41.5%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.4	18.7
Grade 1	-	17.6	19.1
Grade 2	-	18.6	19.1
Grade 3	-	18.9	19.3
Grade 4	-	18.2	19.4
Grade 5	-	18.1	20.8
Grade 6	15.7	16.6	19.2
Secondary:			
English/Language Arts	12.7	12.6	16.2
Foreign Languages	24.5	21.4	18.8
Mathematics	15.2	15.1	17.5
Science	15.6	17.5	18.5
Social Studies	19.3	17.7	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	76.1	100.0%	100.0%	100.0%
Professional Staff:	66.2	87.0%	62.0%	64.1%
Teachers	56.1	73.7%	43.8%	48.7%
Professional Support	5.1	6.7%	13.7%	10.9%
Campus Administration (School Leadership)	5.0	6.6%	3.3%	3.3%
Educational Aides:	9.9	13.0%	10.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	8.0	4,258.0
Part-time Librarians	1.0	n/a	2.0	646.0
Full-time Counselors	2.0	n/a	23.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	27.1	35.6%	51.2%	53.2%
Teachers by Ethnicity:				
African American	1.1	2.0%	3.3%	11.8%
Hispanic	19.0	33.9%	34.7%	29.6%
White	33.0	58.8%	60.7%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	3.6%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.8%	0.4%	1.2%
Teachers by Sex:				
Males	13.2	23.6%	22.4%	24.4%
Females	42.9	76.4%	77.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	39.1	69.7%	73.8%	72.2%
Masters	17.0	30.3%	26.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	8.0	14.3%	10.0%	9.7%
1-5 Years Experience	27.1	48.4%	36.9%	26.3%
6-10 Years Experience	9.1	16.2%	18.2%	20.5%
11-20 Years Experience	8.0	14.3%	22.7%	27.2%
21-30 Years Experience	3.0	5.3%	10.3%	13.3%
Over 30 Years Experience	0.9	1.6%	1.9%	2.9%

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Number of Students per Teacher	14.2	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	3.8	6.1
Average Years Experience of Principals with District	3.0	3.5	5.3
Average Years Experience of Assistant Principals	2.5	3.6	5.2
Average Years Experience of Assistant Principals with District	2.5	2.7	4.4
Average Years Experience of Teachers:	5.9	8.9	11.0
Average Years Experience of Teachers with District:	3.4	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,861	$55,464	$53,300
1-5 Years Experience	$56,338	$56,117	$56,516
6-10 Years Experience	$56,616	$57,457	$59,732
11-20 Years Experience	$60,796	$61,136	$63,389
21-30 Years Experience	$64,096	$64,963	$67,876
Over 30 Years Experience	$75,107	$72,352	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$57,517	$58,649	$60,717
Professional Support	$69,386	$69,764	$72,022
Campus Administration (School Leadership)	$85,714	$87,217	$85,167
Instructional Staff Percent:	n/a	60.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.0	2,105.4

Program Information	----- Campus ----- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.2%	6.3%	5.9%
Career and Technical Education	0.2	0.3%	3.8%	5.4%
Compensatory Education	1.0	1.8%	2.6%	3.2%
Gifted and Talented Education	4.5	8.0%	2.4%	1.7%
Regular Education	47.1	84.0%	75.4%	70.6%
Special Education	3.2	5.8%	7.5%	9.7%
Other	0.0	0.0%	2.0%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022 – 2023

Administrators

Linda Guzman……………………………………………………………………Principal

Roberto Arriola…………………………………………………………Associate Principal

Biance Duvall…………………………………………………………...Assistant Principal

Natalie McFadden…………………………………………………….Assistant Principal

Christopher Podorsky……………………………………………….Academic Dean
(August - October)

Tracee Gonzales…………………………………………………...Academic Dean
(October - June)

Seguin Independent School District

A.J. Briesemeister Middle School

2022-2023 Formative Review

Accountability Rating: Not Rated

A.J. BRIESEMEISTER
MIDDLE SCHOOL

Mission Statement

To cultivate, inspire and empower the AJB community to grow and learn.

Vision

Is for our students to feel welcomed, inspired, structured, empowered to learn, engaged in learning, and confident in meeting challenges; while simultaneously developing self-help skills.

Motto: To make AJB the place to be!

Collective Commitments

Collective Commitments

1. We will make AJB an emotionally and physically safe place to be.

2. We will ensure that learning is rigorous, engaging and relevant for all.

3. We will set aside specific time for ourselves to reflect so that we can stay positive and refreshed.

4. We will build relationships through collaboration and communication with our immediate and extended AJB Family.

Table of Contents

Goals

Goal 1: Increase the percentage of students who score meets grade level or above on STAAR Reading from 32% to 50% by August 2025.

Performance Objective 1: TEACHING AND LEARNING: By the end of the 2022-23 school year, the percentage of students achieving Meets Grade Level or above on the Reading STAAR will improve from 32% to 40%
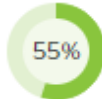
High Priority

HB3 Goal

Evaluation Data Sources: STAAR assessments

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to improve and modify

Strategy 1 Details			Reviews			
Strategy 1: AJB MS will implement blended learning strategies in prioritized classes.			**Formative**			**Summative**
Strategy's Expected Result/Impact: The purchase of dictionaries to help with our new curriculum's adoption. 100 Dictionaries from Amazon			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2, 4 **Funding Sources:** Dictonaries (100) - 211 Title I - $1,449			55%	45%	60%	→

Strategy 2 Details	Reviews			
Strategy 2: AJB MS will adopt and utilize high-quality instructional materials in all ELAR and Math classes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: STAAR, student improvement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	40%	50%	60%	→

Strategy 3 Details	Reviews			
Strategy 3: AJB MS will provide high-dosage tutoring to identified students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: improvement in STAAR results	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2 - Student Learning 2, 4, 5 **Funding Sources:** Extra duty pay - 211 Title I - 211.11.00.042.3.24.000.6118 - $20,000	30%	55%	70%	→

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

Goal 2: Increase the percentage of students who score meet grade level or above on STAAR Mathematics from 15% to 50% by August 2025.

Performance Objective 1: By the end of the 2022-2023 school year, the percentage of students achieving Meets Grade Level or above on the Math STAAR will improve from 15% to 30%
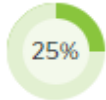
High Priority

HB3 Goal

Evaluation Data Sources: STAAR assessments; CFA's, Interim tests to help monitor

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue with plan and focus on growing our Meets and Masters

Strategy 1 Details	Reviews			
Strategy 1: AJB MS will implement blended learning strategies in prioritized classes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student engagement and STAAR results increased	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	25%	50%	50%	→

Strategy 2 Details	Reviews			
Strategy 2: AJB MS will adopt and utilize high-quality instructional materials in all Math classes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student engagement and STAAR results increased.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	30%	50%	55%	→

Strategy 3 Details				Reviews			
Strategy 3: AJB MS will provide high-dosage tutoring to identified students.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Student engagement and STAAR results increased.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				30%	45%	55%	→

Strategy 4 Details				Reviews			
Strategy 4: Professional development will be held throughout the year for the Carnegie Math curriculum.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
				N/A	N/A	N/A	→

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

Goal 3: Increase student awareness of CCMR requirements and components to 100% of students in grades 6-8.

Performance Objective 1: By the end of the 2022-2023 school year, the percentage of students who meets TSI criteria in ELAR and Math will improve from 10 % to 25%.

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** STAAR test
>
> **Summative Evaluation:** Some progress made toward meeting Objective
>
> **Next Year's Recommendation:** adding TEKS to PBL

Goal 4: AJB MS will build a thriving learning community as indicated by a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: By the end of the 2022-2023 school year, 100% of 8th-grade students and families will engage in annual "pathways to an exceptional future" planning.

> **High Priority**
>
> **HB3 Goal**
>
> **Summative Evaluation:** Some progress made toward meeting Objective
>
> **Next Year's Recommendation:** create family nights to help inform AJB community about CCMR and pathways to different careers.

Strategy 1 Details		Reviews		
Strategy 1: Friday Toro Day: Toro Reflect and Project-Based Learning.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Inform and raise awareness of different pathways and interests from working in the PBL blocks and the reflect goal setting block.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: administration **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**		30%	35%	50%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: AJB MS will build a thriving learning community as indicated by a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 2: By the end of the 2022-2023 school year, the Panorama Student Survey SEL Score will improve to 51% in emotion regulation, 57% in grit, and 58 % in social awareness.

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** surveys, SBDM
>
> **Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: AJB MS will implement social-emotional learning strategies for all students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The ability to overcome challenges		**Nov**	**Jan**	**Mar**	**June**
Willingness to attempt challenging tasks Reflecting on and growing from failure Displaying healthy nutrition habits at school (breakfast, lunch, snacks) Participating in physical activity Coming to school on time and well-rested **Staff Responsible for Monitoring:** whole child coach, administration, restorative team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy**		30%	30%	45%	→

Strategy 2 Details		Reviews			
Strategy 2: AJB MS will implement an innovative school model to increase relevance through project-based learning opportunities for students.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Relevance supports learning and development by increasing student motivation; learners see more value in learning about topics connected to their interests and goals. **Staff Responsible for Monitoring:** Admin and PBL leads		35%	35%	55%	→

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

Goal 4: AJB MS will build a thriving learning community as indicated by a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 3: By the end of the 2022-2023 school year, AJB MS will increase attendance from 88 % to 95 %.

High Priority

HB3 Goal

Evaluation Data Sources: TEAMS,

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: AJB will implement rewards monthly for the grade levels that have 95%.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase attendance and awareness of the importance of all students coming to school. **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy**	20%	65%	15%	→

Strategy 2 Details	Reviews			
Strategy 2: Display attendance graphs in prominent locations to show current attendance goals and comparisons between past and present school year attendance.Social Media, Call outs, Flyers to hang in area business.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Raise awareness of the effects of chronic absence and truancy on school personnel, parents, guardians, caregivers, community partners, and local businesses. **Staff Responsible for Monitoring:** Administration, attendance clerk, parent liaison. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**	25%	60%	100%	→

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

Goal 4: AJB MS will build a thriving learning community as indicated by a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 4: By the end of the 2022-2023 school year, AJB MS will decrease out-of-class placements (ISS/Suspension/DAEP) by 10%.

High Priority

HB3 Goal

Evaluation Data Sources: TEAMS, Eduphoria, Panorama

Summative Evaluation: Some progress made toward meeting Objective

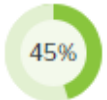**Next Year's Recommendation:** Having a reset room for our gen ed students.

Strategy 1 Details			Reviews			
Strategy 1: Addition to staff- Whole Child Coach to help facilitate restorative circles.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease out-of-class ISS/Suspension/DAEP and improve student morale of school.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Whole child coach and Administration **Title I:** 2.5, 4.1 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			15%	35%	30%	→

Strategy 2 Details			Reviews			
Strategy 2: Utilize Character strong on Toro reflect.			**Formative**			**Summative**
Strategy's Expected Result/Impact: To help students make better decisions.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			30%	45%	45%	→

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

Goal 4: AJB MS will build a thriving learning community as indicated by a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 5: By the end of the 2022-2023 school year, 100% of 8th-grade students and families will engage in annual "pathways to an exceptional future" planning.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: connecting PBL to different pathways they can choose in High school and College/trade school

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Character Strong during our Toro Fridays - Reflect block and Project Based learning projects.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Learn about goal setting and learn about different pathways through Project Based learning. **Staff Responsible for Monitoring:** administration **Title I:** 2.5 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	30%	45%	45%	→
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: AJB MS will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: By the end of the 2022-2023 school year, teacher turnover will decrease by 10%.

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: Quarterly meeting with all teachers

Strategy 1 Details	Reviews			
Strategy 1: Bi -weekly highlight of teachers- Movers and Shakers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Bring attention to good instruction and great attendance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration/team leads **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	N/A	55%	35%	→

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 6: AJB MS will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: By Spring 2023, AJB MS will increase the number of parents involved in parent groups on campuses from 10 % to 20%.

High Priority

Evaluation Data Sources: sign-in sheets, and surveys.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Increase in family nights 2 per sememster

Strategy 1 Details	Reviews			
Strategy 1: Weekly newsletters are sent out to parents by email and social media.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To keep parents aware of school statutes and upcoming activities.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**	45%	65%	60%	➡

Strategy 2 Details	Reviews			
Strategy 2: Meet the Teacher, Open House, and Academic Nights to highlight student work and share upcoming information.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To design opportunities where parents can learn about our school and teachers. **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	55%	55%	40%	→

Strategy 3 Details	Reviews			
Strategy 3: Community and schools partnership to help target improvements in attendance, behavior, and academics	**Formative**			**Summative**
Strategy's Expected Result/Impact: improvement in attendance, behavior, and academics	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Guzman and Ms. Valencia **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**	25%	55%	55%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
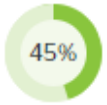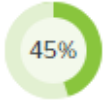
Goal 7: AJB MS will increase the overall accountability score from 59 to 70.

Performance Objective 1: Implement the middle school performance pay.

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Increase with the highlighting teachers that have made signaficate impact on students

Strategy 1 Details		Reviews		
Strategy 1: Monitoring CFA's and Interim tests.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Improve results on the STAAR test		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**		40%	70%	45%	→

Strategy 2 Details		Reviews		
Strategy 2: Monthly campus meeting to share all data with staff, school board members, and SBDMC.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase awareness of our DATA to all stakeholders.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Academic Dean **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Results Driven Accountability**		30%	65%	45%	→

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: SEGUIN ISD

Campus Name: BRIESEMEISTER MIDDLE

Campus Number: 094901042

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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)	Continuously Enrolled	Non-Continuously 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%	**74%**	80%	72%	80%	-	-	-	*	35%	60%	72%	83%	72%	59%
	2022	70%	53%	**49%**	25%	50%	53%	-	-	-	*	18%	-	51%	41%	47%	40%
At Meets Grade Level or Above	2023	52%	39%	**38%**	33%	32%	56%	-	-	-	*	16%	20%	38%	38%	38%	33%
	2022	43%	26%	**23%**	13%	22%	33%	-	-	-	*	5%	-	22%	27%	19%	13%
At Masters Grade Level	2023	22%	13%	**13%**	0%	10%	26%	-	-	-	*	6%	20%	12%	15%	12%	13%
	2022	23%	13%	**11%**	13%	9%	20%	-	-	-	*	2%	-	12%	7%	9%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	61%	**68%**	73%	63%	78%	-	-	-	*	45%	60%	67%	71%	68%	64%
	2022	73%	55%	**51%**	25%	48%	73%	-	-	-	*	20%	-	52%	49%	45%	41%
At Meets Grade Level or Above	2023	40%	23%	**27%**	0%	25%	37%	-	-	-	*	16%	40%	26%	31%	24%	26%
	2022	39%	16%	**14%**	13%	10%	28%	-	-	-	*	2%	-	13%	17%	10%	5%
At Masters Grade Level	2023	16%	6%	**6%**	0%	6%	10%	-	-	-	*	0%	20%	6%	6%	5%	8%
	2022	16%	5%	**2%**	0%	1%	8%	-	-	-	*	0%	-	2%	5%	1%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	64%	**64%**	57%	63%	69%	-	-	*	*	30%	-	64%	67%	63%	51%
	2022	80%	69%	**67%**	60%	64%	80%	-	-	-	*	28%	67%	68%	63%	61%	50%
At Meets Grade Level or Above	2023	55%	36%	**36%**	14%	34%	49%	-	-	*	*	9%	-	35%	40%	34%	23%
	2022	56%	40%	**37%**	20%	36%	45%	-	-	-	*	16%	50%	37%	38%	34%	19%
At Masters Grade Level	2023	27%	15%	**15%**	0%	12%	26%	-	-	*	*	2%	-	13%	20%	9%	9%
	2022	37%	21%	**21%**	20%	17%	33%	-	-	-	*	9%	33%	18%	31%	15%	3%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	41%	**39%**	43%	37%	48%	-	-	-	*	19%	-	39%	38%	38%	29%
	2022	61%	30%	**28%**	20%	28%	33%	-	-	-	*	12%	*	27%	33%	26%	13%
At Meets Grade Level or Above	2023	37%	12%	**13%**	14%	11%	22%	-	-	-	*	0%	-	10%	24%	13%	10%
	2022	31%	10%	**8%**	0%	8%	14%	-	-	-	*	10%	*	7%	15%	7%	0%
At Masters Grade Level	2023	11%	2%	**1%**	0%	0%	0%	-	-	-	*	0%	-	0%	3%	1%	0%
	2022	13%	2%	**4%**	0%	4%	6%	-	-	-	*	7%	*	4%	3%	3%	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%	80%	**78%**	67%	78%	86%	-	-	-	*	41%	*	80%	73%	76%	62%
	2022	83%	69%	**67%**	75%	65%	76%	*	-	-	-	33%	*	65%	76%	65%	50%
At Meets Grade Level or Above	2023	58%	50%	**46%**	44%	43%	58%	-	-	-	*	15%	*	46%	45%	44%	24%
	2022	58%	39%	**34%**	33%	35%	35%	*	-	-	-	3%	*	35%	33%	33%	19%
At Masters Grade Level	2023	28%	18%	**16%**	0%	14%	28%	-	-	-	*	10%	*	15%	22%	14%	3%
	2022	37%	21%	**17%**	25%	17%	17%	*	-	-	-	0%	*	16%	20%	18%	3%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	57%	**61%**	13%	58%	82%	-	-	*	*	35%	*	59%	70%	59%	60%
	2022	71%	50%	**53%**	63%	48%	68%	*	-	-	-	18%	40%	49%	68%	51%	34%
At Meets Grade Level or Above	2023	46%	26%	**22%**	13%	18%	37%	-	-	*	*	18%	*	20%	32%	17%	7%
	2022	40%	17%	**14%**	13%	10%	29%	*	-	-	-	6%	0%	12%	22%	9%	0%
At Masters Grade Level	2023	17%	9%	**7%**	0%	4%	16%	-	-	*	*	5%	*	7%	6%	5%	0%
	2022	14%	3%	**2%**	0%	2%	2%	*	-	-	-	3%	0%	1%	5%	1%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	68%	**62%**	22%	58%	84%	-	-	-	*	38%	*	60%	68%	58%	45%
	2022	74%	56%	**47%**	67%	40%	65%	*	-	-	-	6%	*	44%	56%	43%	25%
At Meets Grade Level or Above	2023	47%	41%	**29%**	11%	26%	45%	-	-	-	*	15%	*	30%	26%	26%	10%
	2022	45%	25%	**20%**	25%	17%	30%	*	-	-	-	3%	*	19%	22%	17%	3%
At Masters Grade Level	2023	17%	13%	**9%**	0%	5%	22%	-	-	-	*	3%	*	7%	14%	6%	0%
	2022	24%	11%	**9%**	8%	8%	11%	*	-	-	-	3%	*	7%	16%	8%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	52%	**49%**	44%	45%	66%	-	-	-	*	18%	*	50%	45%	47%	38%
	2022	61%	44%	**38%**	50%	32%	57%	*	-	-	-	9%	*	36%	47%	32%	9%
At Meets Grade Level or Above	2023	33%	23%	**16%**	11%	11%	32%	-	-	-	*	13%	*	14%	22%	15%	3%
	2022	31%	16%	**13%**	25%	9%	22%	*	-	-	-	3%	*	8%	29%	12%	0%
At Masters Grade Level	2023	16%	10%	**7%**	0%	5%	18%	-	-	-	*	5%	*	7%	8%	5%	0%
	2022	18%	7%	**4%**	8%	3%	7%	*	-	-	-	0%	*	2%	13%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	68%	**93%**	*	92%	100%	-	-	-	-	*	*	93%	92%	87%	100%
	2022	76%	63%	**93%**	*	90%	95%	-	-	-	-		*	91%	100%	89%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	43%	27%	**49%**	*	38%	76%	-	-	-	-	*	*	48%	54%	40%	20%
	2022	43%	26%	**54%**	*	45%	68%	-	-	-	-	-	*	47%	82%	51%	*
At Masters Grade Level	2023	23%	12%	**35%**	*	24%	59%	-	-	-	-	*	*	31%	46%	30%	0%
	2022	27%	10%	**30%**	*	23%	47%	-	-	-	-	-	*	26%	45%	23%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	67%	**63%**	54%	60%	77%	-	-	*	50%	32%	77%	63%	66%	61%	53%
	2022	74%	63%	**52%**	52%	48%	66%	*	-	-	13%	18%	43%	51%	56%	48%	34%
At Meets Grade Level or Above	2023	49%	37%	**29%**	18%	26%	45%	-	-	*	46%	13%	41%	28%	33%	27%	18%
	2022	48%	34%	**22%**	20%	19%	32%	*	-	-	0%	6%	18%	20%	27%	19%	8%
At Masters Grade Level	2023	20%	12%	**10%**	0%	8%	21%	-	-	*	13%	4%	27%	9%	13%	8%	5%
	2022	23%	14%	**10%**	10%	8%	15%	*	-	-	0%	3%	11%	9%	14%	8%	1%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	**72%**	71%	71%	79%	-	-	*	56%	35%	75%	72%	74%	71%	57%
	2022	75%	64%	**61%**	57%	59%	71%	*	-	-	*	26%	60%	61%	60%	58%	46%
At Meets Grade Level or Above	2023	53%	40%	**40%**	32%	37%	55%	-	-	*	56%	13%	38%	40%	41%	39%	27%
	2022	53%	39%	**32%**	23%	31%	38%	*	-	-	*	8%	30%	31%	33%	29%	17%
At Masters Grade Level	2023	20%	12%	**14%**	0%	12%	27%	-	-	*	22%	6%	25%	13%	19%	12%	9%
	2022	25%	16%	**16%**	20%	14%	24%	*	-	-	*	4%	20%	16%	20%	14%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	63%	**60%**	48%	56%	77%	-	-	*	67%	32%	63%	59%	64%	58%	54%
	2022	72%	59%	**48%**	43%	45%	64%	*	-	-	*	17%	40%	47%	54%	44%	32%
At Meets Grade Level or Above	2023	45%	30%	**24%**	6%	20%	39%	-	-	*	67%	11%	38%	21%	32%	20%	15%
	2022	42%	27%	**15%**	13%	12%	30%	*	-	-	*	6%	20%	14%	23%	12%	2%
At Masters Grade Level	2023	19%	10%	**7%**	0%	5%	16%	-	-	*	11%	3%	25%	7%	9%	5%	3%
	2022	20%	10%	**5%**	0%	3%	11%	*	-	-	*	3%	10%	4%	8%	3%	0%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	72%	**62%**	22%	58%	84%	-	-	-	*	38%	*	60%	68%	58%	45%
	2022	76%	66%	**47%**	67%	40%	65%	*	-	-	-	6%	*	44%	56%	43%	25%
At Meets Grade Level or Above	2023	47%	39%	**29%**	11%	26%	45%	-	-	-	*	15%	*	30%	26%	26%	10%
	2022	47%	34%	**20%**	25%	17%	30%	*	-	-	-	3%	*	19%	22%	17%	3%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	14%	**9%**	0%	5%	22%	-	-	-	*	3%	*	7%	14%	6%	0%
	2022	21%	12%	**9%**	8%	8%	11%	*	-	-	-	3%	*	7%	16%	8%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	71%	**49%**	44%	45%	66%	-	-	-	*	18%	*	50%	45%	47%	38%
	2022	75%	67%	**38%**	50%	32%	57%	*	-	-	-	9%	*	36%	47%	32%	9%
At Meets Grade Level or Above	2023	52%	40%	**16%**	11%	11%	32%	-	-	-	*	13%	*	14%	22%	15%	3%
	2022	50%	38%	**13%**	25%	9%	22%	*	-	-	-	3%	*	8%	29%	12%	0%
At Masters Grade Level	2023	27%	18%	**7%**	0%	5%	18%	-	-	-	*	5%	*	7%	8%	5%	0%
	2022	30%	19%	**4%**	8%	3%	7%	*	-	-	-	0%	*	2%	13%	4%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	20%	**22%**	0%	19%	36%	-	-	-	*	10%	20%	22%	25%	20%	21%
	2022	31%	14%	**12%**	0%	10%	23%	-	-	-	*	2%	-	12%	12%	9%	5%
Reading and Mathematics Including EOC	2023	35%	20%	**22%**	0%	19%	36%	-	-	-	*	10%	20%	22%	25%	20%	21%
	2022	31%	14%	**12%**	0%	10%	23%	-	-	-	*	2%	-	12%	12%	9%	5%
Reading Including EOC	2023	52%	39%	**38%**	33%	32%	56%	-	-	-	*	16%	20%	38%	38%	38%	33%
	2022	43%	26%	**23%**	13%	22%	33%	-	-	-	*	5%	-	22%	27%	19%	13%
Math Including EOC	2023	40%	23%	**27%**	0%	25%	37%	-	-	-	*	16%	40%	26%	31%	24%	26%
	2022	40%	16%	**14%**	13%	10%	28%	-	-	-	*	2%	-	13%	17%	10%	5%
7th Graders																	
Reading and Mathematics	2023	37%	18%	**18%**	0%	14%	36%	-	-	*	*	2%	-	15%	29%	15%	9%
	2022	32%	16%	**12%**	0%	10%	22%	-	-	-	*	12%	17%	10%	19%	6%	0%
Reading and Mathematics Including EOC	2023	38%	18%	**18%**	0%	14%	36%	-	-	*	*	2%	-	15%	29%	15%	9%
	2022	33%	16%	**12%**	0%	10%	22%	-	-	-	*	12%	17%	10%	19%	6%	0%
Reading Including EOC	2023	55%	36%	**36%**	14%	34%	49%	-	-	*	*	9%	-	35%	40%	34%	23%
	2022	56%	40%	**37%**	20%	36%	45%	-	-	-	*	16%	50%	37%	38%	34%	19%
Math Including EOC	2023	43%	21%	**21%**	14%	16%	44%	-	-	*	*	2%	-	18%	33%	17%	11%
	2022	37%	17%	**13%**	0%	10%	24%	-	-	-	*	12%	17%	11%	21%	7%	0%
8th Graders																	
Reading and Mathematics	2023	31%	16%	**11%**	13%	12%	12%	-	-	-	*	8%	*	11%	13%	10%	4%
	2022	27%	8%	**6%**	0%	6%	8%	*	-	-	-	3%	*	6%	9%	5%	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%	30%	**19%**	11%	17%	32%	-	-	-	*	10%	*	18%	24%	15%	7%
	2022	41%	21%	**16%**	17%	13%	27%	*	-	-	-	3%	*	14%	23%	14%	0%
Reading Including EOC	2023	58%	50%	**46%**	44%	43%	58%	-	-	-	*	15%	*	46%	45%	44%	24%
	2022	58%	39%	**34%**	33%	35%	35%	*	-	-	-	3%	*	35%	33%	33%	19%
Math Including EOC	2023	51%	33%	**23%**	11%	19%	38%	-	-	-	*	18%	*	20%	31%	18%	7%
	2022	48%	25%	**21%**	25%	15%	40%	*	-	-	-	3%	*	18%	32%	18%	0%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	25%	**18%**	3%	15%	30%	-	-	*	56%	6%	14%	16%	23%	15%	12%
	2022	34%	22%	**10%**	0%	9%	19%	*	-	-	*	6%	11%	9%	14%	7%	2%
Reading and Mathematics Including EOC	2023	39%	27%	**20%**	3%	16%	35%	-	-	*	56%	7%	25%	18%	26%	16%	13%
	2022	36%	24%	**13%**	7%	11%	24%	*	-	-	*	6%	10%	12%	18%	10%	2%
Reading Including EOC	2023	53%	42%	**40%**	32%	37%	55%	-	-	*	56%	13%	38%	40%	41%	39%	27%
	2022	53%	40%	**32%**	23%	31%	38%	*	-	-	*	8%	30%	31%	33%	29%	17%
Math Including EOC	2023	47%	32%	**24%**	6%	20%	39%	-	-	*	67%	11%	38%	21%	32%	20%	15%
	2022	43%	29%	**15%**	13%	12%	30%	*	-	-	*	6%	20%	14%	23%	12%	2%

* 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	43%	**44%**	23%	41%	59%	-	-	-	*	38%	30%	42%	50%	42%	29%
Grade 6 Mathematics	2023	54%	39%	**44%**	33%	45%	43%	-	-	-	*	64%	60%	47%	33%	44%	49%
Grade 7 ELA/Reading	2023	71%	61%	**63%**	57%	61%	74%	-	-	*	*	40%	-	60%	76%	60%	47%
Grade 7 Mathematics	2023	56%	48%	**48%**	71%	45%	62%	-	-	-	*	38%	-	45%	63%	49%	32%
Grade 8 ELA/Reading	2023	63%	66%	**66%**	44%	68%	69%	-	-	-	*	49%	*	67%	62%	64%	55%
Grade 8 Mathematics	2023	74%	63%	**65%**	38%	64%	76%	-	-	*	*	43%	*	66%	63%	64%	68%
End of Course Algebra I	2023	76%	76%	**87%**	*	83%	94%	-	-	-	-	*	*	88%	85%	85%	*
All Grades Both Subjects	2023	64%	58%	**57%**	41%	56%	65%	-	-	*	33%	45%	47%	56%	58%	55%	47%
All Grades ELA/Reading	2023	63%	58%	**58%**	37%	57%	67%	-	-	*	17%	42%	31%	57%	61%	55%	43%
All Grades Mathematics	2023	66%	59%	**56%**	45%	54%	64%	-	-	*	50%	47%	63%	56%	54%	55%	51%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	26%	**31%**	*	32%	29%	-	-	-	-	20%	-	29%	43%	29%	8%
Grade 6 Mathematics	2023	35%	23%	**28%**	40%	26%	33%	-	-	-	-	18%	*	30%	18%	31%	20%
Grade 7 ELA/Reading	2023	39%	33%	**38%**	60%	38%	36%	-	-	-	*	21%	-	37%	44%	38%	36%
Grade 7 Mathematics	2023	22%	16%	**16%**	20%	17%	11%	-	-	-	*	15%	-	18%	11%	16%	11%
Grade 8 ELA/Reading	2023	39%	46%	**44%**	*	47%	38%	-	-	-	*	22%	-	46%	33%	43%	33%
Grade 8 Mathematics	2023	49%	35%	**44%**	14%	42%	70%	-	-	-	*	24%	*	42%	54%	43%	52%
End of Course Algebra I	2023	58%	54%	**87%**	*	91%	*	-	-	-	-	-	-	92%	*	80%	*
All Grades Both Subjects	2023	38%	33%	**36%**	26%	36%	44%	-	-	-	0%	20%	*	36%	36%	36%	31%
All Grades ELA/Reading	2023	35%	33%	**38%**	33%	39%	34%	-	-	-	*	21%	-	38%	40%	38%	29%
All Grades Mathematics	2023	40%	33%	**35%**	22%	33%	51%	-	-	-	*	19%	*	35%	33%	34%	34%

* 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%	67%	**63%**	-	-	-	-	-	-	48%	-	48%	-	70%	65%	50%	86%
	2022	74%	63%	**52%**	*	*	-	-	-	-	31%	-	31%	-	20%	55%	29%	62%
At Meets Grade Level or Above	2023	49%	37%	**29%**	-	-	-	-	-	-	13%	-	13%	-	35%	31%	15%	55%
	2022	48%	34%	**22%**	*	*	-	-	-	-	5%	-	5%	-	10%	24%	5%	19%
At Masters Grade Level	2023	20%	12%	**10%**	-	-	-	-	-	-	4%	-	4%	-	0%	11%	4%	9%
	2022	23%	14%	**10%**	*	*	-	-	-	-	1%	-	1%	-	0%	11%	1%	5%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	**72%**	-	-	-	-	-	-	52%	-	52%	-	75%	75%	54%	90%
	2022	75%	64%	**61%**	*	*	-	-	-	-	39%	-	39%	-	43%	64%	39%	83%
At Meets Grade Level or Above	2023	53%	40%	**40%**	-	-	-	-	-	-	19%	-	19%	-	50%	43%	22%	80%
	2022	53%	39%	**32%**	*	*	-	-	-	-	13%	-	13%	-	29%	35%	13%	33%
At Masters Grade Level	2023	20%	12%	**14%**	-	-	-	-	-	-	8%	-	8%	-	0%	16%	8%	20%
	2022	25%	16%	**16%**	*	*	-	-	-	-	4%	-	4%	-	0%	19%	2%	11%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	63%	**60%**	-	-	-	-	-	-	51%	-	51%	-	50%	61%	51%	90%
	2022	72%	59%	**48%**	*	*	-	-	-	-	29%	-	29%	-	14%	52%	27%	56%
At Meets Grade Level or Above	2023	45%	30%	**24%**	-	-	-	-	-	-	11%	-	11%	-	25%	25%	13%	40%
	2022	42%	27%	**15%**	*	*	-	-	-	-	0%	-	0%	-	0%	18%	0%	11%
At Masters Grade Level	2023	19%	10%	**7%**	-	-	-	-	-	-	3%	-	3%	-	0%	8%	3%	0%
	2022	20%	10%	**5%**	*	*	-	-	-	-	0%	-	0%	-	0%	6%	0%	0%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	72%	**62%**	-	-	-	-	-	-	38%	-	38%	-	*	64%	43%	*
	2022	76%	66%	**47%**	-	-	-	-	-	-	30%	-	30%	-	*	50%	24%	*
At Meets Grade Level or Above	2023	47%	39%	**29%**	-	-	-	-	-	-	8%	-	8%	-	*	32%	11%	*
	2022	47%	34%	**20%**	-	-	-	-	-	-	4%	-	4%	-	*	23%	3%	*
At Masters Grade Level	2023	18%	14%	**9%**	-	-	-	-	-	-	0%	-	0%	-	*	10%	0%	*
	2022	21%	12%	**9%**	-	-	-	-	-	-	0%	-	0%	-	*	10%	0%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	71%	**49%**	-	-	-	-	-	-	35%	-	35%	-	*	50%	39%	*
	2022	75%	67%	**38%**	-	-	-	-	-	-	11%	-	11%	-	*	43%	10%	*
At Meets Grade Level or Above	2023	52%	40%	**16%**	-	-	-	-	-	-	4%	-	4%	-	*	17%	4%	*
	2022	50%	38%	**13%**	-	-	-	-	-	-	0%	-	0%	-	*	15%	0%	*

	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%	18%	**7%**	-	-	-	-	-	-	0%	-	0%	-	*	8%	0%	*
	2022	30%	19%	**4%**	-	-	-	-	-	-	0%	-	0%	-	*	5%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	58%	**57%**	-	-	-	-	-	-	45%	-	45%	-	59%	59%	46%	58%
All Grades ELA/Reading	2023	63%	58%	**58%**	-	-	-	-	-	-	41%	-	41%	-	63%	61%	42%	45%
All Grades Mathematics	2023	66%	59%	**56%**	-	-	-	-	-	-	49%	-	49%	-	56%	56%	49%	70%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	33%	**36%**	-	-	-	-	-	-	28%	-	28%	-	50%	37%	30%	*
All Grades ELA/Reading	2023	35%	33%	**38%**	-	-	-	-	-	-	24%	-	24%	-	*	41%	29%	-
All Grades Mathematics	2023	40%	33%	**35%**	-	-	-	-	-	-	32%	-	32%	-	*	35%	31%	*

  * 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	-	100%	*	100%	99%	100%	99%	100%	99%	100%
Included in Accountability	93%	93%	**91%**	83%	91%	94%	-	0%	*	100%	89%	92%	96%	78%	93%	86%
Not Included in Accountability: Mobile	4%	5%	**7%**	17%	7%	5%	-	67%	*	0%	9%	8%	3%	18%	6%	6%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	1%	0%	-	33%	*	0%	0%	0%	0%	4%	1%	7%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	0%	*	0%	1%	0%	1%	0%	1%	0%
Absent	1%	1%	**1%**	0%	1%	0%	-	0%	*	0%	1%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	-	*	*	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	92%	93%	**91%**	86%	91%	94%	-	*	*	100%	90%	89%	96%	78%	93%	87%
Not Included in Accountability: Mobile	4%	4%	**7%**	14%	7%	5%	-	*	*	0%	8%	11%	3%	16%	5%	5%
Not Included in Accountability: Other Exclusions	3%	2%	**1%**	0%	2%	0%	-	*	*	0%	0%	0%	0%	5%	1%	8%
Not Tested	1%	1%	**1%**	0%	1%	1%	-	*	*	0%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	0%	1%	1%	-	*	*	0%	2%	0%	1%	1%	1%	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%	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**92%**	86%	92%	94%	-	*	*	100%	91%	89%	97%	79%	94%	89%
Not Included in Accountability: Mobile	5%	5%	**7%**	14%	7%	6%	-	*	*	0%	8%	11%	3%	17%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	*	*	0%	0%	0%	0%	4%	1%	6%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**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%
Science																
Assessment Participant	99%	98%	**98%**	100%	98%	98%	-	*	-	*	98%	*	98%	99%	98%	100%
Included in Accountability	93%	93%	**90%**	75%	90%	94%	-	*	-	*	85%	*	95%	74%	91%	81%
Not Included in Accountability: Mobile	4%	5%	**8%**	25%	7%	4%	-	*	-	*	13%	*	3%	21%	7%	11%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	-	*	-	*	0%	*	0%	4%	0%	8%
Not Tested	1%	2%	**2%**	0%	2%	2%	-	*	-	*	2%	*	2%	1%	2%	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%	2%	**2%**	0%	2%	2%	-	*	-	*	2%	*	2%	1%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	-	*	-	*	98%	*	99%	100%	99%	100%
Included in Accountability	94%	94%	**90%**	75%	90%	96%	-	*	-	*	85%	*	96%	75%	92%	81%
Not Included in Accountability: Mobile	4%	4%	**8%**	25%	7%	4%	-	*	-	*	13%	*	3%	21%	7%	11%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	-	*	-	*	0%	*	0%	4%	0%	8%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	*	-	*	2%	*	1%	0%	1%	0%
Absent	1%	1%	**1%**	0%	1%	0%	-	*	-	*	2%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	93%	94%	96%	*	-	-	100%	97%	100%	97%	83%	95%	93%
Not Included in Accountability: Mobile	5%	4%	**6%**	7%	6%	4%	*	-	-	0%	3%	0%	2%	17%	4%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**94%**	94%	94%	96%	*	-	-	*	97%	100%	98%	83%	96%	92%
Not Included in Accountability: Mobile	5%	5%	**6%**	6%	6%	4%	*	-	-	*	3%	0%	2%	17%	4%	8%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	1%	0%	1%
Not Tested	1%	2%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	**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%	98%	**100%**	100%	100%	99%	*	-	-	*	100%	100%	100%	99%	99%	99%
Included in Accountability	93%	93%	**94%**	94%	94%	95%	*	-	-	*	97%	100%	97%	83%	95%	91%
Not Included in Accountability: Mobile	5%	5%	**6%**	6%	6%	4%	*	-	-	*	3%	0%	2%	17%	4%	8%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	1%	*	-	-	*	0%	0%	0%	1%	1%	1%
Absent	1%	1%	**0%**	0%	0%	1%	*	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	1%	0%	1%
Science																
Assessment Participant	98%	97%	**100%**	100%	100%	100%	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**93%**	92%	93%	96%	*	-	-	-	97%	*	97%	83%	94%	97%
Not Included in Accountability: Mobile	4%	4%	**7%**	8%	7%	4%	*	-	-	-	3%	*	3%	17%	6%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	2%	3%	**0%**	0%	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	3%	**0%**	0%	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	**100%**	100%	100%	100%	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**93%**	92%	93%	96%	*	-	-	-	97%	*	97%	83%	94%	97%
Not Included in Accountability: Mobile	4%	2%	**7%**	8%	7%	4%	*	-	-	-	3%	*	3%	17%	6%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	2%	2%	**0%**	0%	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
BRIESEMEISTER MIDDLE (094901042) - SEGUIN ISD - GUADALUPE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	90.0%	**89.8%**	91.1%	89.4%	91.2%	*	-	-	*	88.9%	89.0%	90.4%
2020-21	95.0%	93.0%	**88.8%**	91.5%	87.9%	91.4%	*	*	-	89.8%	86.1%	87.6%	89.5%
Chronic Absenteeism													
2021-22	25.7%	34.7%	**36.5%**	24.3%	38.8%	30.9%	*	-	-	40.0%	44.2%	41.6%	30.6%
2020-21	15.0%	22.5%	**35.3%**	20.0%	38.7%	27.9%	*	*	-	28.6%	47.0%	38.5%	30.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2020-21	0.9%	0.4%	**0.2%**	0.0%	0.3%	0.0%	*	*	-	*	1.2%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	92.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	91.4%	-	-	-	-	-	-	-	-	-	-	-

	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%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
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%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	1.2%	-	-	-	-	-	-	-	-	-	-	-
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%	69.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	69.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	72.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	70.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	68.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	70.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	68.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	456	368,686
By Ethnicity:				
African American	-	-	24	45,227
Hispanic	-	-	321	191,125
White	-	-	103	103,171
American Indian	-	-	1	1,159
Asian	-	-	1	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	5	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)	-	-	137	51,023
Foundation H.S. Program (Endorsement)	-	-	8	14,179
Foundation H.S. Program (DLA)	-	-	311	302,917
Special Education Graduates	-	-	49	32,447
Economically Disadvantaged Graduates	-	-	261	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	23	40,398
At-Risk Graduates	-	-	255	159,689
CTE Completers	-	-	91	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	725	100.0%	7,197	5,504,150	725	100.0%	7,239	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.9%	0.7%	0	0.0%	1.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	7.1%	7.2%	0	0.0%	7.0%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.1%
Grade 5	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	234	32.3%	6.6%	7.3%	234	32.3%	6.5%	7.2%
Grade 7	236	32.6%	7.1%	7.4%	236	32.6%	7.1%	7.4%
Grade 8	255	35.2%	7.8%	7.7%	255	35.2%	7.7%	7.7%
Grade 9	0	0.0%	10.2%	8.7%	0	0.0%	10.1%	8.7%
Grade 10	0	0.0%	8.1%	7.9%	0	0.0%	8.1%	7.9%
Grade 11	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 12	0	0.0%	6.0%	6.6%	0	0.0%	6.0%	6.6%
Ethnic Distribution:								
African American	31	4.3%	3.6%	12.8%	31	4.3%	3.6%	12.8%
Hispanic	530	73.1%	70.6%	53.0%	530	73.1%	70.5%	52.9%
White	150	20.7%	23.5%	25.6%	150	20.7%	23.7%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	1	0.1%	0.3%	5.1%	1	0.1%	0.3%	5.1%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	12	1.7%	1.7%	3.0%	12	1.7%	1.7%	3.0%
Sex:								
Female	344	47.4%	48.0%	48.8%	344	47.4%	48.0%	48.8%
Male	381	52.6%	52.0%	51.2%	381	52.6%	52.0%	51.2%
Economically Disadvantaged	555	76.6%	77.4%	62.1%	555	76.6%	77.2%	62.0%
Non-Educationally Disadvantaged	170	23.4%	22.6%	37.9%	170	23.4%	22.8%	38.0%
Section 504 Students	76	10.5%	7.5%	7.4%	76	10.5%	7.5%	7.4%
EB Students/EL	106	14.6%	12.9%	23.1%	106	14.6%	12.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	46	5.8%	3.4%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	54	7.4%	4.3%	5.5%	54	7.4%	4.3%	5.5%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	7	1.0%	1.3%	1.3%	7	1.0%	1.3%	1.3%
Immigrant	6	0.8%	1.3%	2.2%	6	0.8%	1.3%	2.2%
Migrant	3	0.4%	0.2%	0.3%	3	0.4%	0.2%	0.3%
Title I	725	100.0%	58.4%	64.6%	725	100.0%	58.6%	64.6%
Military Connected	3	0.4%	1.3%	3.6%	3	0.4%	1.3%	3.6%
At-Risk	480	66.2%	60.8%	53.3%	480	66.2%	60.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	98	13.5%	14.0%	23.2%	98	13.5%	13.9%	23.2%
Career and Technical Education	41	5.7%	19.9%	26.5%	41	5.7%	19.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	59.4%	72.3%	0	-	59.3%	72.2%
Gifted and Talented Education	69	9.5%	7.8%	8.2%	69	9.5%	7.7%	8.2%
Special Education	124	17.1%	16.0%	12.6%	124	17.1%	16.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	124							
By Type of Primary Disability								
Students with Intellectual Disabilities	69	55.6%	40.8%	44.1%				
Students with Physical Disabilities	11	8.9%	19.2%	20.0%				
Students with Autism	17	13.7%	18.3%	15.5%				
Students with Behavioral Disabilities	27	21.8%	19.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	137	17.4%	23.0%	16.8%				
By Ethnicity:								
African American	9	1.1%	1.3%	3.3%				
Hispanic	92	11.7%	16.3%	8.7%				
White	35	4.4%	4.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	28	18.7%	23.0%	18.6%				
Count and Percent of EB Students/EL who are Mobile	18	16.7%	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	98	18.0%	23.7%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	59	12.0%	19.1%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.7%	1.5%	-	1.6%	4.5%
Grade 1	-	0.5%	2.5%	-	2.3%	3.6%
Grade 2	-	0.5%	1.6%	-	1.1%	2.0%
Grade 3	-	0.7%	0.8%	-	0.0%	0.9%
Grade 4	-	0.2%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	0.6%	0.3%	0.3%	0.0%	0.0%	0.4%
Grade 7	1.0%	0.4%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	-	24.8%	8.7%	-	41.5%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.4	18.7
Grade 1	-	17.6	19.1
Grade 2	-	18.6	19.1
Grade 3	-	18.9	19.3
Grade 4	-	18.2	19.4
Grade 5	-	18.1	20.8
Grade 6	18.2	16.6	19.2
Secondary:			
English/Language Arts	13.3	12.6	16.2
Foreign Languages	23.3	21.4	18.8
Mathematics	15.8	15.1	17.5
Science	23.4	17.5	18.5
Social Studies	23.4	17.7	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	69.3	100.0%	100.0%	100.0%
Professional Staff:	62.4	90.1%	62.0%	64.1%
Teachers	52.3	75.5%	43.8%	48.7%
Professional Support	6.1	8.8%	13.7%	10.9%
Campus Administration (School Leadership)	4.0	5.8%	3.3%	3.3%
Educational Aides:	6.9	9.9%	10.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	8.0	4,258.0
Part-time Librarians	1.0	n/a	2.0	646.0
Full-time Counselors	2.0	n/a	23.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	23.0	33.1%	51.2%	53.2%
Teachers by Ethnicity:				
African American	1.0	1.9%	3.3%	11.8%
Hispanic	13.0	24.9%	34.7%	29.6%
White	38.3	73.2%	60.7%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	22.3	42.7%	22.4%	24.4%
Females	30.0	57.3%	77.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	39.3	75.1%	73.8%	72.2%
Masters	13.0	24.9%	26.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.8%	10.0%	9.7%
1-5 Years Experience	22.0	42.1%	36.9%	26.3%
6-10 Years Experience	13.3	25.5%	18.2%	20.5%
11-20 Years Experience	11.9	22.8%	22.7%	27.2%
21-30 Years Experience	3.0	5.7%	10.3%	13.3%
Over 30 Years Experience	0.0	0.0%	1.9%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	13.9	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	3.8	6.1
Average Years Experience of Principals with District	7.0	3.5	5.3
Average Years Experience of Assistant Principals	3.0	3.6	5.2
Average Years Experience of Assistant Principals with District	3.0	2.7	4.4
Average Years Experience of Teachers:	7.4	8.9	11.0
Average Years Experience of Teachers with District:	4.3	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,930	$55,464	$53,300
1-5 Years Experience	$55,620	$56,117	$56,516
6-10 Years Experience	$56,871	$57,457	$59,732
11-20 Years Experience	$61,244	$61,136	$63,389
21-30 Years Experience	$64,751	$64,963	$67,876
Over 30 Years Experience	-	$72,352	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$57,718	$58,649	$60,717
Professional Support	$70,406	$69,764	$72,022
Campus Administration (School Leadership)	$100,806	$87,217	$85,167
Instructional Staff Percent:	n/a	60.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.2%	6.3%	5.9%
Career and Technical Education	0.2	0.3%	3.8%	5.4%
Compensatory Education	0.0	0.0%	2.6%	3.2%
Gifted and Talented Education	2.4	4.6%	2.4%	1.7%
Regular Education	45.7	87.4%	75.4%	70.6%
Special Education	3.9	7.4%	7.5%	9.7%
Other	0.0	0.0%	2.0%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

2022 – 2023

Administrators

Debra Reiley ………........……………………………………………………….Principal

Maria Guerra…………………………………………………………Assistant Principal

Seguin Independent School District

Ball Early Childhood Center

2022-2023 Formative Review

Mission Statement

To provide a foundation for learners to become leaders in a safe environment.

Vision

Inspire all to play, love, learn.

Value Statement

We believe Seguin ISD is at its best when:

All students are successful
All students are prepared for life after graduation
All schools provide a caring and safe environment
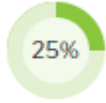
Table of Contents

Goals

Goal 1: Ball Early Childhood center will show an increase in the percentage of students who achieve "On Track" for kinder readiness in Overall Phonological Awareness 88%, and Overall Writing 88%

Performance Objective 1: Teaching and Learning: By focusing on curriculum alignment, instructional practices, common formative assessments and support for special programs and sub-populations, Ball Early Childhood center will show an increase in the percentage of students who achieve "On Track" for kinder readiness in Overall Phonological Awareness 88%, and Overall Writing 88%

High Priority

Evaluation Data Sources: ESGI Formative Assessments, CLI BOY and EOY, Progress monitoring , RTI Monthly Meetings

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: All teachers at Ball ECC will participate in weekly PLC's and grow their understanding of the PLC process through learning walks, PLC training opportunities and coaching.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Utilize PLCs on campus to increase overall phonological awareness score to 88%, and writing at 88% on track for kinder readiness , according to CLI. **Staff Responsible for Monitoring:** Principal Assistant Principal PLC Leaders **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 3: Positive School Culture, Lever 5: Effective Instruction	25%	50%	75%	100%

Strategy 2 Details	Reviews			
Strategy 2: Ball ECC teachers and paraprofessionals will participate in targeted professional development opportunities to improve classroom instruction and improve growth in kinder readiness goals as identified in the prekindergarten guidelines and the campus needs assessment.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase understanding and utilization of Prek guidelines and social / emotional skills, through targeted professional development. This will then increase students' overall Phonological Awareness to 88% , and Writing to 88% . **Staff Responsible for Monitoring:** Principal Assistant principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Professional Development - 211 Title I - 211.13.00.101.3.24.000.6299 - $1,000	50%	60%	75%	100%

Strategy 3 Details	Reviews			
Strategy 3: Provide intervention support for emergent literacy and kindergarten readiness.	Formative			Summative
Strategy's Expected Result/Impact: By utilizing two classroom teaching assistants, Ball ECC will increase our overall phonemic awareness score to 90%.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Assistant principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	25%	40%	50%	100%

Strategy 4 Details	Reviews			
Strategy 4: Ball ECC principal and assistant principal will participate in targeted professional development opportunities and other public school visits to increase leadership effectiveness and teacher capacity to improve student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Participate in professional development for the campus principal and assistant principal to improve overall readiness in phonological awareness to 90% and Math to 90%, and writing to 90% according to CLI. **Staff Responsible for Monitoring:** Principal Assistant Principal **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 **Funding Sources:** TTESS for Early childhood Administrators-Region 20 - 211 Title I - 211.13.00.101.3.24.000.6239 - $200, TEPSEA - 211 Title I - $1,200	50%	50%	75%	100%

Strategy 5 Details	Reviews			
Strategy 5: Teachers at Ball ECC will support kindergarten readiness through resources that support the continued implementation of developmentally appropriate learning centers, including social and emotional development, as outlined in the State of Texas, Prekindergarten Guidelines.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Utilize new state curriculum Three cheers, Conscious Discipline and Liink Positive Action to increase social/emotional development and kindergarten readiness. **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Canciones Infantiles Spanish nursery Rhymes Songs Bundle 1 and 2 licenses (4) - 211 Title I - 211.11.00.101.3.24.000.6399 - $126.18, BiG Books by George - 211 Title I - $20,000	25%	50%	80%	100%

Strategy 6 Details	Reviews			
Strategy 6: All Ball ECC teachers will Participate in developmentally appropriate PD to support the various learning needs of our students.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Participate in PD to support students who are non verbal, who have Autism or have behavior issues linked to developmental delays. **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	50%	60%	75%	100%

Strategy 7 Details	Reviews			
Strategy 7: Ball ECC will provide resources needed for teachers to meet the specific needs of at risk students and intervention support.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ball ECC will increase our overall emergent literacy percentage from 88% to 90% to support Kinder readiness as measured by ESGI common formative Assessment **Staff Responsible for Monitoring:** Principal Assistant Principal PLC Leads **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1 **Funding Sources:** ABC Mouse - 211 Title I - 211.11.00.101.3.24.000.6399 - $1,000, Learning A-Z - 211 Title I - 211.11.00.101.3.24.000.6399 - $128	55%	60%	80%	100%

Strategy 8 Details		Reviews			
Strategy 8: Ball ECC teachers will use a common formative assessment using the ESGI software to track data from the BOY to the EOY.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student scores swill improve overtime. **Staff Responsible for Monitoring:** Principal Assistant Principal Team Leads **Problem Statements:** Student Learning 1, 2 **Funding Sources:** ESGI Software-22 - 211 Title I - 211.11.00.101.3.34.000.6399 - $4,928		100%	100%	100%	100%

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

Goal 2: Ball Early Childhood center will show an increase in the percentage of students who achieve "On Track" for kinder readiness in Overall Math to 88%

Performance Objective 1: Teaching and Learning: By focusing on curriculum alignment, instructional practices, common formative assessments and support for special programs and sub-populations, Ball Early Childhood center will show an increase in the percentage of students who achieve "On Track" for kinder readiness in Overall Math 88%

High Priority

Evaluation Data Sources: ESGI Formative Assessments, CLI BOY and EOY, Progress monitoring , RTI Monthly Meetings

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: All teachers at Ball ECC will participate in weekly PLC's and grow their understanding of the PLC process through learning walks, PLC training opportunities and coaching.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Utilize PLCs on campus to increase overall math from 86% to 88% on track for kinder readiness , according to CLI. **Staff Responsible for Monitoring:** Principal, Assistant Principal, PLC Leaders **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 3: Positive School Culture, Lever 5: Effective Instruction	25%	50%	75%	100%

Strategy 2 Details	Reviews			
Strategy 2: Ball ECC teachers and paraprofessionals will participate in targeted professional development opportunities to improve classroom instruction and improve growth in kinder readiness goals as identified in the prekindergarten guidelines and the campus needs assessment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase understanding and utilization of Prek guidelines and social / emotional skills, through targeted professional development. This will then increase students' overall Math score to 88% **Staff Responsible for Monitoring:** Principal Assistant Principal PLC Leads **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Region Service Center PD - 211 Title I - 211.13.00.101.3.24.000.6239 - $1,000, Sub for teachers - 211 Title I - 211.11.00.101.3.24.000.6112 - $1,000	25%	50%	75%	100%

Strategy 3 Details		Reviews			
Strategy 3: Provide intervention support for emergent math skills and kindergarten readiness.		**Formative**			**Summative**
Strategy's Expected Result/Impact: By utilizing two classroom teaching assistants, Ball ECC will increase our overall math score to 88%.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant principal Classroom Teacher **Title I:** 2.4, 2.5 **Problem Statements:** Student Learning 1		25%	50%	75%	100%

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

Goal 3: Ball ECC will increase college and career readiness opportunities.

Performance Objective 1: At the Pre K level , Ball ECC will increase College and Career Readiness by providing instruction and learning opportunities.

    Evaluation Data Sources: Social Media visibility and campus opportunities.

    Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Ball ECC will support College and Career Readiness by supporting College T-shirt day weekly on Wednesday.		**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 2022-2023 school year Pre-K4 students will be able to recognize that there are College and Career opportunities.		**Nov**	**Jan**	**Mar**	**June**
		25%	50%	75%	100%
Strategy 2 Details		Reviews			
Strategy 2: Ball ECC teachers will display their diploma and college pennant		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase awareness of the different Universities teachers attended.		**Nov**	**Jan**	**Mar**	**June**
		100%	100%	100%	100%

Strategy 3 Details				Reviews			

Strategy 3: Ball ECC will promote career readiness by holding a Career Day. Students will dress as what they want to be when they grow up.
    Strategy's Expected Result/Impact: By the end of the 2022-2023 school year Pre-K4 students will be able to recognize the many College and Career opportunities.
    Staff Responsible for Monitoring: Principal
Assistant Principal
 	
    Funding Sources: Refreshments for presenters - 211 Title I Parental Involvement - 211.61.00.101.3.24.000.6499 - $100
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**
				20%	50%	100%	100%

Strategy 4 Details				Reviews			
Strategy 4: Ball ECC will promote career readiness by providing learning opportunities and activities in classroom on careers **Strategy's Expected Result/Impact:** The Early Childhood Curriculum has a unit on careers and this will introduce the awareness of different jobs and opportunities students can have when they grow up.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
				100%	100%	100%	100%

0% No Progress	100% Accomplished	➔ Continue/Modify	✖ Discontinue

Goal 4: Ball ECC will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard

Performance Objective 1: Ball ECC will increase learning opportunities that support the health and well being of all students by addressing safety, fitness, attendance, and emotional support of all student populations.

    Evaluation Data Sources: Student attendance, climate surveys, employee attendance, homeless, migrant, CLI, participation in school-wide family engagement event.

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Ball ECC will increase attendance from 91.0% to 93%	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	20%	50%	75%	➔

Strategy 2 Details	Reviews			
Strategy 2: Ball ECC will implement Sensory Areas and sensory paths outdoors to support brain connections that enable students to complete tasks and react with what is going on around them. **Staff Responsible for Monitoring:** Principal Assistant Principal	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	50%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: Hug A Bear Monthly individual students and Class Recognition will be held in the Classroom Environment Acknowledgment of social and emotional recognition will take place through Seesaw and Facebook platforms. **Strategy's Expected Result/Impact:** Increase social and emotional wellness for all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	50%	75%	100%

Strategy 4 Details	Reviews			
Strategy 4: Ball ECC will continue offering Music/ART, PE, Technology and STEAM to serve the whole child during a specials block of time. **Strategy's Expected Result/Impact:** Increase gross motor and fine motor development skills, cognitive development, problem solving and cooperative play. **Funding Sources:** Materials and Supplies - 211 Title I - $200	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	40%	75%	100%

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

Goal 5: Ball ECC will improve staff satisfaction as determined by data from staff surveys.

Performance Objective 1: Ball ECC will recruit, retain and engage effective teachers and administrators.

Evaluation Data Sources: Teacher retention information

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Ball ECC will achieve a turnover rate of less than 5%	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	N/A	N/A	N/A	100%

Strategy 2 Details	Reviews			
Strategy 2: Ball ECC will design and implement opportunities to celebrate staff with Teacher/Staff Member of the Month, Kindness Board, Perfect Attendance Awards, Birthday Celebrations, Wellness Wednesday	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease the amount of teachers that have attendance issues and promote a positive culture of collaboration.	**Nov**	**Jan**	**Mar**	**June**
	25%	50%	75%	100%

Strategy 3 Details	Reviews			
Strategy 3: Ball ECC will create a monthly team building activity and SEL for Teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease the amount of teachers that have attendance issues and promote a positive culture of collaboration.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Wellness Committee Principal Assistant Principal	30%	50%	75%	100%

Strategy 4 Details	Reviews			
Strategy 4: Staff surveys will be conducted every nine weeks to have open and honest communication with the administration.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal	**Nov**	**Jan**	**Mar**	**June**
	25%	50%	75%	100%

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

Goal 6: Ball ECC will improve student, staff, parent and community perception as determined by data collected on various surveys.

Performance Objective 1: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families

Evaluation Data Sources: The four academics are held with documentation.

Summative Evaluation: Met Objective

Strategy 1 Details	**Reviews**			
Strategy 1: Ball ECC will have at least three academic (reading and math) centered parental involvement events for the 22-23 school year. **Staff Responsible for Monitoring:** Principal Assistant Principal **Funding Sources:** Student Books - 211 Title I Parental Involvement - 211.61.00.101.3.24.000.6399 - $350	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	50%	100%	100%

Strategy 2 Details	**Reviews**			
Strategy 2: Ball ECC will employ 2 family engagement specialists in order to support families in connecting with the school district, increasing attendance and students' academic performance. **Strategy's Expected Result/Impact:** Ball ECC will increase the number of parent engagement events and parent participation by surveying parents and their needs. Throughout the year social worker and family specialists will participate in home visits, create community and business partnerships and facilitate monthly calendar committee meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	100%

Strategy 3 Details	**Reviews**			
Strategy 3: Jointly develop and review the parent - campus compact and parent and family engagement policy through a parent meeting. **Strategy's Expected Result/Impact:** Improved communication with parents. Parents participate in changing or accepting school policies. **Staff Responsible for Monitoring:** Principal Assistant principal	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	100%

Strategy 4 Details	**Reviews**			
Strategy 4: Provide materials in the parents native language.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	50%	75%	100%

Strategy 5 Details	Reviews			
Strategy 5: Ball ECC will provide parent workshops to include Budgeting in a recession,Helping Students Process change, Gardening, Health, ADHD, Autism Spectrum, Family Stability Inside of Change and Community services. Raffle items will be given away to increase parent participation. **Strategy's Expected Result/Impact:** Parent Interest survey . Sign in sheets from Parent Workshops **Staff Responsible for Monitoring:** Principal Social Worker Family Specialist **Funding Sources:** materials and supplies - 211 Title I Parental Involvement - 211.61.00.101.3.24.000.6399 - $307	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	30%	60%	75%	100%

Strategy 6 Details	Reviews			
Strategy 6: Ball ECC will hold a resource fair for parents during the two days of Meet the Teacher at the beginning of school. **Strategy's Expected Result/Impact:** Increase parent knowledge of resources that are in the community to support families. **Staff Responsible for Monitoring:** Social Worker Family Specialist	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	100%

Strategy 7 Details	Reviews			
Strategy 7: By providing support for families with the Latino Literacy Project, we will increase the amount of opportunities and capacity for parents to read with their children, focused on the Latino culture and its heritages. The project describes itself as: "The preschool program (I am READY / A!LISTO!) uses age-appropriate books for preschool age kids. Parents learn to read with their children, pose questions and teach school readiness skills to their children. Together parents and kids learn English and Spanish vocabulary. Weave developed parent handouts based on Preschool Standards to make reading and vocabulary fun for both parent and preschooler." **Strategy's Expected Result/Impact:** Sign in sheets from the workshops. Parent survey at the end of the classes. **Staff Responsible for Monitoring:** Principal Social Worker Family Specialist	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	100%

Strategy 8 Details	Reviews			
Strategy 8: Ball ECC will hold its annual Pre-k color fun run along with a Parent resource Fair.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	25%	75%	100%

Strategy 9 Details	Reviews			
Strategy 9: The social worker and family specialist will attend professional development opportunities to gain effective techniques to empower parents, students and staff.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Conference Fees - 211 Title I Parental Involvement - 211.61.00.101.3.24.000.6299 - $1,000	25%	75%	100%	100%

Strategy 10 Details	Reviews			
Strategy 10: Ball ECC will offer a Family Academy night. This event is to support Parents and parenting skills	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be more involved in school and their ability to support students at home.l	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Social Worker Counselor **Problem Statements:** Student Learning 4 - Perceptions 3 **Funding Sources:** Family Academy Snacks - 211 Title I Parental Involvement - 211.61.00.101.3.24.00.6399 - $300	50%	75%	85%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 7: Ball ECC will provide the foundation for kinder readiness to support the campuses in SISD to reach the A or B rating.

Performance Objective 1: Ball ECC will support the elementary campuses by engaging in dialogue on the pre kinder students transitioning to kinder.

High Priority

Evaluation Data Sources: CLI EOY Data
Panorama Data
RTI Documentation

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Pre Kinder Teachers will provide a curriculum folder for each four year at the EOY to have updated data on each student.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The Kinder teachers will be able to have update information on the students that attended Ball. **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.6	N/A	N/A	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Ball ECC will align the pre kinder report card with the kinder report card.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents will be familiar with the format of the reporting system for Pre Kinder and Kinder students and it will ease some anxiety. **Staff Responsible for Monitoring:** Principal Assistant Principal Team Leads **Title I:** 2.4	100%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Ball ECC will have transitional meetings at the End of the Year with Elementary Campus Principals. Special Education teachers will hold transitional meetings with Elementary special Education Teachers,	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Elementary Campuses will have academic and social emotional documentation on incoming kinder students to help support students from the beginning of their kinder year. **Staff Responsible for Monitoring:** Principal Assistant principal Counselor	N/A	N/A	100%	100%

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: SEGUIN ISD

Campus Name: BALL EARLY CHILDHOOD CENTER

Campus Number: 094901101

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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).

There is no data for this campus.

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	456	368,686
By Ethnicity:				
African American	-	-	24	45,227
Hispanic	-	-	321	191,125
White	-	-	103	103,171
American Indian	-	-	1	1,159
Asian	-	-	1	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	5	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)	-	-	137	51,023
Foundation H.S. Program (Endorsement)	-	-	8	14,179
Foundation H.S. Program (DLA)	-	-	311	302,917
Special Education Graduates	-	-	49	32,447
Economically Disadvantaged Graduates	-	-	261	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	23	40,398
At-Risk Graduates	-	-	255	159,689
CTE Completers	-	-	91	107,502

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	401	100.0%	7,197	5,504,150	439	100.0%	7,239	5,518,432
Students by Grade:								
Early Childhood Education	12	3.0%	0.2%	0.3%	21	4.8%	0.3%	0.5%
Pre-Kindergarten	389	97.0%	5.4%	4.4%	418	95.2%	5.8%	4.4%
Pre-Kindergarten: 3-year Old	68	17.0%	0.9%	0.7%	80	18.2%	1.1%	0.7%
Pre-Kindergarten: 4-year Old	321	80.0%	4.5%	3.7%	338	77.0%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	7.1%	7.2%	0	0.0%	7.0%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.1%
Grade 5	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	0	0.0%	6.6%	7.3%	0	0.0%	6.5%	7.2%
Grade 7	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.8%	7.7%	0	0.0%	7.7%	7.7%
Grade 9	0	0.0%	10.2%	8.7%	0	0.0%	10.1%	8.7%
Grade 10	0	0.0%	8.1%	7.9%	0	0.0%	8.1%	7.9%
Grade 11	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 12	0	0.0%	6.0%	6.6%	0	0.0%	6.0%	6.6%
Ethnic Distribution:								
African American	9	2.2%	3.6%	12.8%	9	2.1%	3.6%	12.8%
Hispanic	311	77.6%	70.6%	53.0%	331	75.4%	70.5%	52.9%
White	70	17.5%	23.5%	25.6%	88	20.0%	23.7%	25.7%
American Indian	2	0.5%	0.2%	0.3%	2	0.5%	0.2%	0.3%
Asian	1	0.2%	0.3%	5.1%	1	0.2%	0.3%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	8	2.0%	1.7%	3.0%	8	1.8%	1.7%	3.0%
Sex:								
Female	192	47.9%	48.0%	48.8%	207	47.2%	48.0%	48.8%
Male	209	52.1%	52.0%	51.2%	232	52.8%	52.0%	51.2%
Economically Disadvantaged	388	96.8%	77.4%	62.1%	403	91.8%	77.2%	62.0%
Non-Educationally Disadvantaged	13	3.2%	22.6%	37.9%	36	8.2%	22.8%	38.0%
Section 504 Students	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
EB Students/EL	76	19.0%	12.9%	23.1%	77	17.5%	12.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.4%	1.5%				

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	0	0.0%	4.3%	5.5%	0	0.0%	4.3%	5.5%
Foster Care	6	1.5%	0.3%	0.2%	6	1.4%	0.3%	0.2%
Homeless	9	2.2%	1.3%	1.3%	9	2.1%	1.3%	1.3%
Immigrant	7	1.7%	1.3%	2.2%	7	1.6%	1.3%	2.2%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	401	100.0%	58.4%	64.6%	439	100.0%	58.6%	64.6%
Military Connected	16	4.0%	1.3%	3.6%	16	3.6%	1.3%	3.6%
At-Risk	242	60.3%	60.8%	53.3%	251	57.2%	60.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	76	19.0%	14.0%	23.2%	77	17.5%	13.9%	23.2%
Career and Technical Education	0	0.0%	19.9%	26.5%	0	0.0%	19.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	59.4%	72.3%	0	-	59.3%	72.2%
Gifted and Talented Education	0	0.0%	7.8%	8.2%	0	0.0%	7.7%	8.2%
Special Education	75	18.7%	16.0%	12.6%	83	18.9%	16.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	75							
By Type of Primary Disability Students with Intellectual Disabilities	0	0.0%	40.8%	44.1%				
Students with Physical Disabilities	16	21.3%	19.2%	20.0%				
Students with Autism	36	48.0%	18.3%	15.5%				
Students with Behavioral Disabilities	11	14.7%	19.9%	18.8%				
Students with Non-Categorical Early Childhood	12	16.0%	1.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	-	-	23.0%	16.8%				
By Ethnicity: African American	-	-	1.3%	3.3%				
Hispanic	-	-	16.3%	8.7%				
White	-	-	4.9%	3.4%				
American Indian	-	-	0.0%	0.1%				
Asian	-	-	0.1%	0.7%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	-	-	23.0%	18.6%				
Count and Percent of EB Students/EL who are Mobile	-	-	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	-	-	23.7%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	4	4.9%	19.1%	18.1%				

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.4	18.7
Grade 1	-	17.6	19.1
Grade 2	-	18.6	19.1
Grade 3	-	18.9	19.3
Grade 4	-	18.2	19.4
Grade 5	-	18.1	20.8
Grade 6	-	16.6	19.2
Secondary:			
English/Language Arts	-	12.6	16.2
Foreign Languages	-	21.4	18.8
Mathematics	-	15.1	17.5
Science	-	17.5	18.5
Social Studies	-	17.7	18.9

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Total Staff	59.6	100.0%	100.0%	100.0%
Professional Staff:	32.1	53.9%	62.0%	64.1%
Teachers	25.6	43.0%	43.8%	48.7%
Professional Support	4.5	7.5%	13.7%	10.9%
Campus Administration (School Leadership)	2.0	3.4%	3.3%	3.3%
Educational Aides:	27.5	46.1%	10.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	8.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	23.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	35.6	59.8%	51.2%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	3.3%	11.8%
Hispanic	10.9	42.6%	34.7%	29.6%
White	14.7	57.4%	60.7%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	22.4%	24.4%
Females	25.6	100.0%	77.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	19.9	77.7%	73.8%	72.2%
Masters	5.7	22.3%	26.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.7%	10.0%	9.7%
1-5 Years Experience	7.0	27.3%	36.9%	26.3%
6-10 Years Experience	5.0	19.5%	18.2%	20.5%
11-20 Years Experience	7.0	27.3%	22.7%	27.2%
21-30 Years Experience	4.7	18.3%	10.3%	13.3%
Over 30 Years Experience	1.0	3.9%	1.9%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	15.6	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	3.8	6.1
Average Years Experience of Principals with District	3.0	3.5	5.3
Average Years Experience of Assistant Principals	3.0	3.6	5.2
Average Years Experience of Assistant Principals with District	3.0	2.7	4.4
Average Years Experience of Teachers:	12.7	8.9	11.0
Average Years Experience of Teachers with District:	10.2	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,999	$55,464	$53,300
1-5 Years Experience	$55,251	$56,117	$56,516
6-10 Years Experience	$57,535	$57,457	$59,732
11-20 Years Experience	$57,058	$61,136	$63,389
21-30 Years Experience	$64,376	$64,963	$67,876
Over 30 Years Experience	$72,294	$72,352	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$58,478	$58,649	$60,717
Professional Support	$61,135	$69,764	$72,022
Campus Administration (School Leadership)	$77,930	$87,217	$85,167
Instructional Staff Percent:	n/a	60.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	4.0	15.6%	6.3%	5.9%
Career and Technical Education	0.0	0.0%	3.8%	5.4%
Compensatory Education	0.0	0.0%	2.6%	3.2%
Gifted and Talented Education	0.0	0.0%	2.4%	1.7%
Regular Education	16.9	66.0%	75.4%	70.6%
Special Education	4.7	18.4%	7.5%	9.7%
Other	0.0	0.0%	2.0%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022 – 2023

Administrators

Valerie Gunter...Principal

(July – October)

Christopher Podorsky...Principal

(October – June)

Tracee Gonzales...Assistant Principal

(July – October)

Dwight McKnight...Assistant Principal

(October - June)

Seguin Independent School District

Jefferson Avenue Elementary

2022-2023 Formative Review

Mission Statement

Read, Write, Think, and Play

Make Connections Every Day.

Vision

At Jefferson Elementary, we are a welcoming, nurturing community that empowers students, families, and staff through collaboration to achieve high levels of learning.

Value Statement

We believe in Seguin ISD is at its best when:

All students are successful

All students are prepared for life after graduation

All schools provide a caring and safe environment

All students and staff feel valued

Parents, staff, and community are committed to student success

Table of Contents

Goals

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 38% to 54% by August 2025.

Performance Objective 1: By the end of 2022-23 school year, the percentage of students achieving Meets grade level or above on the STAAR reading in grades 3-5 will improve from 38% to 54%.

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: PLC Process will include 1 full PLC to focus on RLA per grade level to plan for students of all performance levels and reaching Tier 1 rigor. This can include 1/2 day planning days.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased Academic Achievement in Reading. **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 3	N/A	100%	100%	→

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: The campus will hold Data Days to review Grade level specific Data and to vertically align with different grade levels. Data days are 1/2 days.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased Reading Performance **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3 **Funding Sources:** Substitutes - 211 Title I - 211.11.00.103.3.24.000.6112	N/A	75%	75%	→

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Small Group implementation during Tier 1 time and during Intervention blocks which will be provided by an instructional Aide or a Title 1 Aide.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased Tier 1 Instruction **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3 **Funding Sources:** Paras - 211 Title I - 211.11.00.103.3.24.000.6119 - $60,000	N/A	100%	40%	→

Strategy 4 Details			Reviews		
Strategy 4: Incoroporate a software program that replicates the new STAAR Reading Test types and instrucitonal materials.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Prepare students for test types and functions on the STAAR Test for reading.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Academic Dean, Assistant Principal, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 **Funding Sources:** Online Software Program - 211 Title I - $8,784.50		N/A	N/A	N/A	100%

Strategy 5 Details			Reviews		
Strategy 5: Purchase ELAR intervention materials		**Formative**			**Summative**
Strategy's Expected Result/Impact: Suport students closing the gaps in ELAR.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Lead Intervention Teacher **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 **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Intervention Instructional Materials - 211 Title I - $600		N/A	N/A	N/A	→

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

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 31% to 49% by August 2025.

Performance Objective 1: By the end of 2022-23 school year, the percentage of students achieving Meets grade level or above on the STAAR math in grades 3-5 will improve from 31% to 54%.

Evaluation Data Sources: STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: The campus will provide a tutor to support instruction in and outside of the classroom in 3rd through 5th Math.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will recieve small group support.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Academic Dean, and Assistant Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 3 **Funding Sources:** Tutor - 211 Title I		N/A	N/A	N/A	✖
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Goal 3: Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) using STAAR percentages. Jefferson will move from 63/35/13 to 70/40/20 by 2023 in the areas of approaches, meets, and masters

Performance Objective 1: Jefferson ES will increase overall student achievement on STAAR to promote CCMR.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will have teachers attend trainings for the new STAAR 2.0 test and professional development related to the STAAR assessment and improving results.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR Performance in Reading, Science, and Math,	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: 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, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3 **Funding Sources:** Workshop Registration - 211 Title I - 211.13.00.103.3.24.000.6299 - $3,750, Substitutes - 211 Title I - 211.11.00.103.3.24.000.6112 - $900	N/A	N/A	100%	→

Strategy 2 Details	Reviews			
Strategy 2: Incorporate high quality instructional materials for instruction regularly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance in reading and math.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration and all teachers **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, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3	N/A	100%	100%	100%
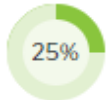
Strategy 3 Details	Reviews			
Strategy 3: Incorporate technology devices (iPads and Apple Pencils) to align with the campus focus of academic monitoring, teacher monitoring, and student modeling.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Teachers and students will be able to model instructional strategies while working with various groups of students. Enhancement of instructional stratgeies and academic monitoring will occurr and impacting reading, writing, math, and science.
    Staff Responsible for Monitoring: Campus Admin Team (Principal, Assistant Principal, Academic Dean)
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
Funding Sources: - 211 Title I - $12,000
	N/A	N/A	65%	→

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

Goal 4: Jefferson will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning. By the end of the year, Jefferson Elementary will reflect a 10% increase in score from the Panorama BOY to EOY student surveys.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Recognize 1 student weekly per grade level for outstanding citizenship. (Post via social media, phone call home to parent, certificate for being recognized)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased Attendance, increase school and student pride
    Staff Responsible for Monitoring: Assistant Principal, Counselor, CIS
 	
    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
	20%	70%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: Promote whole child learning through intersession and ACE program	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Student achievement and develop student social skills.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Communities in Schools, ACE Coordinator **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3 **Funding Sources:** Materials for tutoring - 211 Title I - 211.11.00.103.3.24.000.6399	85%	100%	100%	→

Strategy 3 Details	Reviews			
Strategy 3: Promote PBIS by establishing campus-wide PBIS expectations for all students. Utilize a campus wide token economy for students to be recognized for their actions daily and earn rewards for their efforts.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in Behavior Data on campus **Staff Responsible for Monitoring:** Assistant Principal, Librarian, Counselor, CIS, Principal, Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	25%	100%	75%	→

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

Goal 5: Jefferson will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Jefferson Avenue Elementary will achieve a teacher turnover rate of less than 15%.

   Summative Evaluation: Some progress made toward meeting Objective

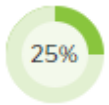| Strategy 1 Details		Reviews			
Strategy 1: Monthly recognition of outstanding staff as nominated by staff (employee of the month)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase positive culture of teachers		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1		N/A	80%	80%	100%

Strategy 2 Details		Reviews			
Strategy 2: Social committee will organize social events off campus for staff to bond outside of the school day.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase positive culture and develop community on campus.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, social committee **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Demographics 1		N/A	25%	30%	→

Strategy 3 Details		Reviews			
Strategy 3: Provide meaningful coaching feedback for teachers to apply and grow in their practice.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher impact and develop a growth community that teachers desire to be a part of.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: TTess Appraisers **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3		N/A	20%	50%	→

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Campus Admin will attend training related to campus culture improvement.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Support and improve student and staff culture. **Staff Responsible for Monitoring:** Chris Podorsky **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Training Registration - 211 Title I	N/A	N/A	80%	→

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

Goal 6: Jefferson will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 25%.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Create a positive school culture through staff recognition.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in positive school culture **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals	45%	85%	100%	→

Strategy 2 Details		Reviews			
Strategy 2: Introduce weekly spirit days for staff		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in positive school culture		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **ESF Levers:** Lever 3: Positive School Culture		100%	100%	100%	100%

Strategy 3 Details		Reviews			
Strategy 3: Jefferson will create opportunities for parental education through parenting partners.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental involvement on campus and the community culture of the campus.		**Nov**	**Jan**	**Mar**	**June**
		20%	50%	100%	→

Strategy 4 Details		Reviews			
Strategy 4: Train staff in best practices to increase and improve parent involvement.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase staff and community involvement on campus.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Professional Develpment Conference - 211 Title I - $275, Plane Tickets - 211 Title I - $1,000, Hotel Stay - 211 Title I - $800		N/A	N/A	N/A	→

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

Goal 6: Jefferson will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Jefferson Avenue Elementary will improve the public image as measured by constructive feedback collected from social media and parent/community surveys.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of social media posts and highlight student's activities on campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Community engagement with campus. **Staff Responsible for Monitoring:** Social Media representatives and all staff. **Title I:** 4.1 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**June**
	N/A	75%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Communicate with parents weekly via newsletter; Provide information about campus events and campus policies in a timely manner.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent communication and knowledge of campus happenings. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**June**
	N/A	45%	50%	→

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

Goal 6: Jefferson will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 3: PARTNERSHIPS: Jefferson Avenue will increase the number of business and community partnerships through active participation in community-based opportunities and events by 20%.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Make a list current partnerships to keep track of progress.

Goal 7: Jefferson will increase the overall accountability rating from 80 to 85 by August 2023.

Performance Objective 1: POST-SECONDARY READINESS: At the elementary schools, Jefferson Avenue Elementary will increase the targets met from

42% to 58% in the Academic Achievement component of the Closing the Gap domain.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: We will hold monthly RtI meetings during PLC to collaborate on interventions necessary to close student learning gaps.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Close students learning gaps in reading and math. **Staff Responsible for Monitoring:** Teachers, administrators, and paraprofessionals **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3	N/A	35%	35%	→

Strategy 2 Details	Reviews			
Strategy 2: Daily intervention blocks will be held for all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Build upon student's skills in reading and math **Staff Responsible for Monitoring:** Teachers and paraprofessionals **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** **Problem Statements:** Student Learning 3	N/A	75%	85%	→

Strategy 3 Details	Reviews			
Strategy 3: Students will have access to online intervention supports which require a focused environment supported by headphones.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students are able to focus on the technological device without outside interference. **Staff Responsible for Monitoring:** Teachers and Interventionist. **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:** Headphone - 211 Title I - $3,000	N/A	N/A	80%	→

Strategy 4 Details	Reviews			
Strategy 4: Stuednts have access to online modules for STAAR Preparation. Modules can be used in small groups or stations and after school programs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Prepare students for new question types. **Staff Responsible for Monitoring:** Science Teacher, Academic Dean, ACE Coordinator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** 19 Online Modules - 211 Title I - $4,275	N/A	N/A	25%	→

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

Goal 7: Jefferson will increase the overall accountability rating from 80 to 85 by August 2023.

Performance Objective 2: Campus administrators will attend professional development to grow and enhance leadership skills and increase campus performance.

Summative Evaluation: Significant progress made toward meeting Objective

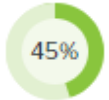| Strategy 1 Details		Reviews			
Strategy 1: Campus administrators will attend TEPSA Conference.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve campus performance and ratings.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Professional Development Conference - 211 Title I - $1,396, Hotel Stay - 211 Title I - $800		N/A	N/A	N/A	→

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: SEGUIN ISD

Campus Name: JEFFERSON AVE EL

Campus Number: 094901103

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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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	67%	**53%**	*	47%	67%	-	-	-	*	50%	*	51%	62%	55%	*
	2022	76%	68%	**60%**	*	59%	67%	-	-	-	-	75%	-	63%	50%	56%	-
At Meets Grade Level or Above	2023	50%	40%	**26%**	*	24%	42%	-	-	-	*	36%	*	27%	23%	25%	*
	2022	51%	40%	**30%**	*	29%	33%	-	-	-	-	25%	-	30%	29%	29%	-
At Masters Grade Level	2023	20%	11%	**2%**	*	0%	8%	-	-	-	*	0%	*	2%	0%	0%	*
	2022	30%	25%	**11%**	*	10%	17%	-	-	-	-	0%	-	9%	14%	10%	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	70%	**76%**	*	78%	75%	-	-	-	*	71%	*	73%	85%	77%	*
	2022	71%	64%	**58%**	*	57%	50%	-	-	-	-	50%	-	56%	64%	56%	-
At Meets Grade Level or Above	2023	45%	37%	**42%**	*	38%	67%	-	-	-	*	43%	*	39%	54%	43%	*
	2022	43%	36%	**25%**	*	27%	0%	-	-	-	-	38%	-	23%	29%	27%	-
At Masters Grade Level	2023	19%	11%	**10%**	*	7%	17%	-	-	-	*	7%	*	12%	0%	9%	*
	2022	21%	16%	**5%**	*	6%	0%	-	-	-	-	13%	-	7%	0%	6%	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	69%	**61%**	*	58%	67%	-	-	-	-	50%	-	54%	75%	58%	-
	2022	77%	71%	**64%**	40%	71%	50%	-	-	-	*	45%	*	64%	62%	61%	*
At Meets Grade Level or Above	2023	48%	36%	**14%**	*	17%	0%	-	-	-	-	30%	-	8%	25%	13%	-
	2022	54%	47%	**40%**	30%	39%	50%	-	-	-	*	27%	*	40%	38%	35%	*
At Masters Grade Level	2023	22%	13%	**2%**	*	2%	0%	-	-	-	-	10%	-	3%	0%	2%	-
	2022	28%	23%	**17%**	10%	17%	17%	-	-	-	*	0%	*	16%	23%	12%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	64%	**42%**	*	44%	33%	-	-	-	-	40%	-	38%	50%	40%	-
	2022	70%	67%	**66%**	40%	71%	67%	-	-	-	-	55%	*	67%	62%	63%	*
At Meets Grade Level or Above	2023	48%	39%	**12%**	*	15%	0%	-	-	-	-	40%	-	11%	15%	12%	-
	2022	43%	39%	**29%**	10%	32%	50%	-	-	-	*	9%	*	31%	23%	25%	*
At Masters Grade Level	2023	22%	16%	**0%**	*	0%	0%	-	-	-	-	0%	-	0%	0%	0%	-
	2022	23%	15%	**5%**	0%	5%	17%	-	-	-	*	0%	*	7%	0%	2%	*
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%	76%	**70%**	*	70%	100%	-	-	-	*	36%	*	73%	58%	67%	*
	2022	81%	75%	**76%**	67%	75%	88%	-	-	-	-	56%	*	76%	78%	74%	*
At Meets Grade Level or Above	2023	57%	50%	**38%**	*	36%	63%	-	-	-	*	18%	*	39%	33%	31%	*
	2022	58%	46%	**46%**	33%	44%	63%	-	-	-	-	44%	*	39%	78%	47%	*
At Masters Grade Level	2023	28%	22%	**8%**	*	4%	25%	-	-	-	*	0%	*	8%	8%	7%	*
	2022	36%	26%	**28%**	33%	25%	38%	-	-	-	-	11%	*	27%	33%	28%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	71%	**60%**	*	59%	88%	-	-	-	*	45%	*	63%	50%	57%	*
	2022	77%	70%	**62%**	17%	64%	88%	-	-	-	-	67%	*	56%	89%	56%	*
At Meets Grade Level or Above	2023	51%	39%	**23%**	*	17%	63%	-	-	-	*	9%	*	23%	25%	19%	*
	2022	48%	41%	**40%**	0%	39%	75%	-	-	-	-	44%	*	32%	78%	33%	*
At Masters Grade Level	2023	21%	14%	**5%**	*	2%	25%	-	-	-	*	0%	*	4%	8%	4%	*
	2022	25%	16%	**10%**	0%	8%	25%	-	-	-	-	0%	*	12%	0%	7%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	63%	**38%**	*	34%	75%	-	-	-	*	9%	*	39%	33%	30%	*
	2022	66%	64%	**60%**	50%	53%	100%	-	-	-	-	56%	*	54%	89%	53%	*
At Meets Grade Level or Above	2023	36%	33%	**15%**	*	11%	38%	-	-	-	*	9%	*	14%	17%	13%	*
	2022	38%	33%	**38%**	50%	31%	63%	-	-	-	-	44%	*	29%	78%	35%	*
At Masters Grade Level	2023	16%	16%	**7%**	*	6%	13%	-	-	-	*	0%	*	6%	8%	6%	*
	2022	18%	13%	**20%**	0%	17%	50%	-	-	-	-	33%	*	17%	33%	16%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	67%	**57%**	42%	56%	73%	-	-	-	63%	44%	58%	57%	60%	55%	80%
	2022	74%	63%	**63%**	45%	64%	75%	-	-	-	*	57%	33%	62%	68%	60%	86%
At Meets Grade Level or Above	2023	49%	37%	**25%**	4%	22%	43%	-	-	-	38%	27%	33%	24%	26%	22%	53%
	2022	48%	34%	**35%**	26%	34%	50%	-	-	-	*	32%	22%	32%	46%	33%	57%
At Masters Grade Level	2023	20%	12%	**5%**	4%	3%	13%	-	-	-	13%	2%	0%	5%	3%	4%	27%
	2022	23%	14%	**13%**	7%	12%	25%	-	-	-	*	8%	0%	13%	14%	11%	29%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	**62%**	64%	59%	77%	-	-	-	*	46%	60%	60%	67%	60%	83%
	2022	75%	64%	**66%**	50%	67%	70%	-	-	-	*	57%	*	67%	61%	63%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	40%	**26%**	0%	26%	38%	-	-	-	*	29%	20%	26%	27%	23%	67%
	2022	53%	39%	**38%**	33%	37%	50%	-	-	-	*	32%	*	36%	44%	36%	*
At Masters Grade Level	2023	20%	12%	**4%**	0%	2%	12%	-	-	-	*	3%	0%	4%	2%	3%	17%
	2022	25%	16%	**18%**	17%	17%	25%	-	-	-	*	4%	*	17%	22%	16%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	63%	**60%**	36%	60%	69%	-	-	-	*	54%	60%	60%	60%	58%	83%
	2022	72%	59%	**62%**	39%	63%	70%	-	-	-	*	57%	*	60%	69%	58%	*
At Meets Grade Level or Above	2023	45%	30%	**26%**	9%	23%	50%	-	-	-	*	31%	60%	25%	29%	25%	50%
	2022	42%	27%	**31%**	11%	32%	45%	-	-	-	*	29%	*	29%	39%	28%	*
At Masters Grade Level	2023	19%	10%	**5%**	9%	3%	15%	-	-	-	*	3%	0%	6%	2%	4%	33%
	2022	20%	10%	**7%**	0%	6%	15%	-	-	-	*	4%	*	9%	0%	5%	*
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	72%	**38%**	*	34%	75%	-	-	-	*	9%	*	39%	33%	30%	*
	2022	76%	66%	**60%**	50%	53%	100%	-	-	-	-	56%	*	54%	89%	53%	*
At Meets Grade Level or Above	2023	47%	39%	**15%**	*	11%	38%	-	-	-	*	9%	*	14%	17%	13%	*
	2022	47%	34%	**38%**	50%	31%	63%	-	-	-	-	44%	*	29%	78%	35%	*
At Masters Grade Level	2023	18%	14%	**7%**	*	6%	13%	-	-	-	*	0%	*	6%	8%	6%	*
	2022	21%	12%	**20%**	0%	17%	50%	-	-	-	-	33%	*	17%	33%	16%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	29%	**24%**	*	22%	42%	-	-	-	*	36%	*	24%	23%	23%	*
	2022	36%	28%	**18%**	*	18%	0%	-	-	-	-	25%	-	19%	14%	19%	-
Reading and Mathematics Including EOC	2023	37%	29%	**24%**	*	22%	42%	-	-	-	*	36%	*	24%	23%	23%	*
	2022	36%	28%	**18%**	*	18%	0%	-	-	-	-	25%	-	19%	14%	19%	-
Reading Including EOC	2023	50%	40%	**26%**	*	24%	42%	-	-	-	*	36%	*	27%	23%	25%	*
	2022	51%	40%	**30%**	*	29%	33%	-	-	-	-	25%	-	30%	29%	29%	-
Math Including EOC	2023	45%	37%	**42%**	*	38%	67%	-	-	-	*	43%	*	39%	54%	43%	*
	2022	43%	36%	**25%**	*	27%	0%	-	-	-	*	38%	-	23%	29%	27%	-
4th Graders																	
Reading and Mathematics	2023	38%	28%	**7%**	*	8%	0%	-	-	-	-	30%	-	3%	15%	6%	-
	2022	36%	31%	**22%**	10%	22%	50%	-	-	-	*	9%	*	24%	15%	18%	*

	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%	28%	**7%**	*	8%	0%	-	-	-	-	30%	-	3%	15%	6%	-
	2022	36%	31%	**22%**	10%	22%	50%	-	-	-	*	9%	*	24%	15%	18%	*
Reading Including EOC	2023	48%	35%	**14%**	*	16%	0%	-	-	-	-	30%	-	8%	25%	13%	-
	2022	54%	47%	**40%**	30%	39%	50%	-	-	-	*	27%	*	40%	38%	35%	*
Math Including EOC	2023	48%	39%	**12%**	*	14%	0%	-	-	-	-	40%	-	11%	15%	11%	-
	2022	43%	39%	**29%**	10%	32%	50%	-	-	-	*	9%	*	31%	23%	25%	*
5th Graders																	
Reading and Mathematics	2023	43%	34%	**24%**	*	18%	63%	-	-	-	*	9%	*	23%	25%	19%	*
	2022	41%	32%	**34%**	0%	33%	63%	-	-	-	-	44%	*	27%	67%	33%	*
Reading and Mathematics Including EOC	2023	43%	34%	**24%**	*	18%	63%	-	-	-	*	9%	*	23%	25%	19%	*
	2022	41%	32%	**34%**	0%	33%	63%	-	-	-	-	44%	*	27%	67%	33%	*
Reading Including EOC	2023	57%	50%	**38%**	*	37%	63%	-	-	-	*	18%	*	40%	33%	32%	*
	2022	58%	46%	**46%**	33%	44%	63%	-	-	-	-	44%	*	39%	78%	47%	*
Math Including EOC	2023	51%	39%	**24%**	*	18%	63%	-	-	-	*	9%	*	23%	25%	19%	*
	2022	48%	41%	**40%**	0%	39%	75%	-	-	-	-	44%	*	32%	78%	33%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	25%	**18%**	0%	16%	38%	-	-	-	*	26%	20%	18%	20%	16%	50%
	2022	34%	22%	**24%**	11%	24%	40%	-	-	-	*	25%	*	23%	28%	23%	*
Reading and Mathematics Including EOC	2023	39%	27%	**18%**	0%	16%	38%	-	-	-	*	26%	20%	18%	20%	16%	50%
	2022	36%	24%	**24%**	11%	24%	40%	-	-	-	*	25%	*	23%	28%	23%	*
Reading Including EOC	2023	53%	42%	**26%**	0%	26%	38%	-	-	-	*	29%	20%	26%	27%	23%	67%
	2022	53%	40%	**38%**	33%	37%	50%	-	-	-	*	32%	*	36%	44%	36%	*
Math Including EOC	2023	47%	32%	**26%**	9%	23%	50%	-	-	-	*	31%	60%	25%	29%	25%	50%
	2022	43%	29%	**31%**	11%	32%	45%	-	-	-	*	29%	*	29%	39%	28%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
JEFFERSON AVE EL (094901103) - SEGUIN ISD - GUADALUPE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	47%	**34%**	*	36%	17%	-	-	-	-	40%	-	23%	56%	30%	-
Grade 4 Mathematics	2023	63%	60%	**30%**	*	30%	42%	-	-	-	-	55%	-	31%	28%	30%	-
Grade 5 ELA/Reading	2023	65%	64%	**53%**	*	46%	100%	-	-	-	*	32%	*	53%	50%	51%	*
Grade 5 Mathematics	2023	71%	63%	**59%**	*	52%	88%	-	-	-	*	68%	*	55%	75%	58%	*
All Grades Both Subjects	2023	64%	58%	**44%**	32%	41%	66%	-	-	-	*	49%	*	42%	49%	42%	58%
All Grades ELA/Reading	2023	63%	58%	**43%**	36%	41%	64%	-	-	-	*	36%	*	40%	54%	41%	*
All Grades Mathematics	2023	66%	59%	**45%**	29%	41%	68%	-	-	-	*	62%	*	45%	45%	44%	*
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	29%	**27%**	*	22%	*	-	-	-	-	*	-	21%	38%	24%	-
Grade 4 Mathematics	2023	27%	26%	**5%**	-	6%	*	-	-	-	-	0%	-	0%	20%	5%	-
Grade 5 ELA/Reading	2023	37%	33%	**30%**	*	20%	*	-	-	-	*	13%	*	39%	0%	30%	-
Grade 5 Mathematics	2023	48%	36%	**33%**	*	35%	*	-	-	-	*	29%	*	35%	29%	27%	-
All Grades Both Subjects	2023	38%	33%	**25%**	33%	21%	50%	-	-	-	*	13%	*	25%	24%	22%	-
All Grades ELA/Reading	2023	35%	33%	**29%**	40%	21%	67%	-	-	-	*	8%	*	31%	23%	27%	-
All Grades Mathematics	2023	40%	33%	**20%**	*	20%	*	-	-	-	*	17%	*	19%	25%	17%	-

* 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%	67%	**57%**	-	-	-	-	-	-	*	*	-	-	70%	57%	75%	*
	2022	74%	63%	**63%**	-	-	-	-	-	-	-	-	-	-	*	63%	*	80%
At Meets Grade Level or Above	2023	49%	37%	**25%**	-	-	-	-	-	-	*	*	-	-	30%	23%	42%	*
	2022	48%	34%	**35%**	-	-	-	-	-	-	-	-	-	-	*	35%	*	60%
At Masters Grade Level	2023	20%	12%	**5%**	-	-	-	-	-	-	*	*	-	-	0%	4%	8%	*
	2022	23%	14%	**13%**	-	-	-	-	-	-	-	-	-	-	*	13%	*	40%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	**62%**	-	-	-	-	-	-	*	*	-	-	*	61%	80%	*
	2022	75%	64%	**66%**	-	-	-	-	-	-	-	-	-	-	*	65%	*	*
At Meets Grade Level or Above	2023	53%	40%	**26%**	-	-	-	-	-	-	*	*	-	-	*	25%	60%	*
	2022	53%	39%	**38%**	-	-	-	-	-	-	-	-	-	-	*	37%	*	*
At Masters Grade Level	2023	20%	12%	**4%**	-	-	-	-	-	-	*	*	-	-	*	3%	0%	*
	2022	25%	16%	**18%**	-	-	-	-	-	-	-	-	-	-	*	18%	*	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	63%	**60%**	-	-	-	-	-	-	*	*	-	-	*	59%	80%	*
	2022	72%	59%	**62%**	-	-	-	-	-	-	-	-	-	-	*	62%	*	*
At Meets Grade Level or Above	2023	45%	30%	**26%**	-	-	-	-	-	-	*	*	-	-	*	25%	40%	*
	2022	42%	27%	**31%**	-	-	-	-	-	-	-	-	-	-	*	31%	*	*
At Masters Grade Level	2023	19%	10%	**5%**	-	-	-	-	-	-	*	*	-	-	*	4%	20%	*
	2022	20%	10%	**7%**	-	-	-	-	-	-	-	-	-	-	*	6%	*	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	72%	**38%**	-	-	-	-	-	-	-	-	-	-	*	36%	*	*
	2022	76%	66%	**60%**	-	-	-	-	-	-	-	-	-	-	-	59%	-	*
At Meets Grade Level or Above	2023	47%	39%	**15%**	-	-	-	-	-	-	-	-	-	-	*	14%	*	*
	2022	47%	34%	**38%**	-	-	-	-	-	-	-	-	-	-	-	39%	-	*
At Masters Grade Level	2023	18%	14%	**7%**	-	-	-	-	-	-	-	-	-	-	*	5%	*	*
	2022	21%	12%	**20%**	-	-	-	-	-	-	-	-	-	-	-	20%	-	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	58%	**44%**	-	-	-	-	-	-	-	-	-	-	*	44%	*	*
All Grades ELA/Reading	2023	63%	58%	**43%**	-	-	-	-	-	-	-	-	-	-	*	43%	*	*
All Grades Mathematics	2023	66%	59%	**45%**	-	-	-	-	-	-	-	-	-	-	*	45%	*	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	33%	**25%**	-	-	-	-	-	-	-	-	-	-	-	25%	-	*

	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%	33%	**29%**	-	-	-	-	-	-	-	-	-	-	-	29%	-	-
All Grades Mathematics	2023	40%	33%	**20%**	-	-	-	-	-	-	-	-	-	-	-	20%	-	-

* 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)	Continuously Enrolled	Non-Continuously 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%	93%	**91%**	93%	93%	82%	-	-	-	100%	95%	100%	97%	78%	93%	100%
Not Included in Accountability: Mobile	4%	5%	**9%**	7%	7%	18%	-	-	-	0%	5%	0%	3%	22%	7%	0%
Not Included in Accountability: Other Exclusions	2%	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%	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%**	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**91%**	92%	93%	81%	-	-	-	*	95%	100%	96%	78%	93%	100%
Not Included in Accountability: Mobile	4%	4%	**9%**	8%	7%	19%	-	-	-	*	5%	0%	4%	22%	7%	0%
Not Included in Accountability: Other Exclusions	3%	2%	**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%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**91%**	92%	93%	81%	-	-	-	*	95%	100%	96%	78%	93%	100%
Not Included in Accountability: Mobile	5%	5%	**9%**	8%	7%	19%	-	-	-	*	5%	0%	4%	22%	7%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**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%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	93%	**94%**	*	94%	89%	-	-	-	*	100%	*	98%	80%	96%	*
Not Included in Accountability: Mobile	4%	5%	**6%**	*	6%	11%	-	-	-	*	0%	*	2%	20%	4%	*
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	2%	**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%	2%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	100%	99%	100%	-	-	-	*	100%	100%	100%	98%	99%	100%
Included in Accountability	93%	93%	**93%**	100%	93%	100%	-	-	-	*	96%	100%	96%	84%	95%	78%
Not Included in Accountability: Mobile	5%	4%	**6%**	0%	7%	0%	-	-	-	*	4%	0%	4%	14%	4%	22%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	1%	0%	-	-	-	*	0%	0%	0%	2%	1%	0%
Absent	1%	2%	**0%**	0%	1%	0%	-	-	-	*	0%	0%	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**99%**	100%	99%	100%	-	-	-	*	100%	*	100%	98%	99%	*
Included in Accountability	92%	93%	**93%**	100%	93%	100%	-	-	-	*	97%	*	96%	84%	95%	*
Not Included in Accountability: Mobile	5%	5%	**6%**	0%	7%	0%	-	-	-	*	3%	*	4%	14%	4%	*
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	2%	**1%**	0%	1%	0%	-	-	-	*	0%	*	0%	2%	1%	*
Absent	1%	2%	**1%**	0%	1%	0%	-	-	-	*	0%	*	0%	2%	1%	*
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	98%	**99%**	100%	99%	100%	-	-	-	*	100%	*	100%	98%	99%	*
Included in Accountability	93%	93%	**93%**	100%	93%	100%	-	-	-	*	97%	*	96%	84%	95%	*
Not Included in Accountability: Mobile	5%	5%	**6%**	0%	7%	0%	-	-	-	*	3%	*	4%	14%	4%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	2%	**1%**	0%	1%	0%	-	-	-	*	0%	*	0%	2%	1%	*
Absent	1%	1%	**1%**	0%	1%	0%	-	-	-	*	0%	*	0%	2%	1%	*
Other	0%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Science																
Assessment Participant	98%	97%	**100%**	100%	100%	100%	-	-	-	-	100%	*	100%	100%	100%	*
Included in Accountability	93%	92%	**94%**	100%	92%	100%	-	-	-	-	90%	*	95%	90%	93%	*
Not Included in Accountability: Mobile	4%	4%	**6%**	0%	8%	0%	-	-	-	-	10%	*	5%	10%	7%	*

	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%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Not Tested	2%	3%	**0%**	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Absent	1%	3%	**0%**	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Other	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%	90.0%	**91.1%**	91.6%	90.8%	92.3%	-	*	-	*	91.1%	90.6%	*
2020-21	95.0%	93.0%	**92.1%**	95.4%	91.7%	92.5%	*	-	-	*	95.4%	91.7%	*
Chronic Absenteeism													
2021-22	25.7%	34.7%	**34.1%**	36.0%	37.6%	16.0%	-	*	-	*	27.9%	37.6%	*
2020-21	15.0%	22.5%	**29.3%**	11.5%	30.9%	29.3%	*	-	-	*	8.3%	30.7%	*
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	92.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	91.4%	-	-	-	-	-	-	-	-	-	-	-

	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%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
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%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	1.2%	-	-	-	-	-	-	-	-	-	-	-
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%	69.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	69.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	72.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	70.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	68.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	70.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	68.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	456	368,686
By Ethnicity:				
African American	-	-	24	45,227
Hispanic	-	-	321	191,125
White	-	-	103	103,171
American Indian	-	-	1	1,159
Asian	-	-	1	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	5	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)	-	-	137	51,023
Foundation H.S. Program (Endorsement)	-	-	8	14,179
Foundation H.S. Program (DLA)	-	-	311	302,917
Special Education Graduates	-	-	49	32,447
Economically Disadvantaged Graduates	-	-	261	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	23	40,398
At-Risk Graduates	-	-	255	159,689
CTE Completers	-	-	91	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	385	100.0%	7,197	5,504,150	386	100.0%	7,239	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.9%	0.7%	0	0.0%	1.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	64	16.6%	6.6%	6.7%	64	16.6%	6.6%	6.7%
Grade 1	62	16.1%	7.1%	7.2%	62	16.1%	7.0%	7.2%
Grade 2	69	17.9%	7.0%	7.2%	70	18.1%	7.0%	7.2%
Grade 3	65	16.9%	7.2%	7.2%	65	16.8%	7.2%	7.1%
Grade 4	61	15.8%	7.3%	7.2%	61	15.8%	7.3%	7.1%
Grade 5	64	16.6%	7.1%	7.2%	64	16.6%	7.1%	7.2%
Grade 6	0	0.0%	6.6%	7.3%	0	0.0%	6.5%	7.2%
Grade 7	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.8%	7.7%	0	0.0%	7.7%	7.7%
Grade 9	0	0.0%	10.2%	8.7%	0	0.0%	10.1%	8.7%
Grade 10	0	0.0%	8.1%	7.9%	0	0.0%	8.1%	7.9%
Grade 11	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 12	0	0.0%	6.0%	6.6%	0	0.0%	6.0%	6.6%
Ethnic Distribution:								
African American	24	6.2%	3.6%	12.8%	24	6.2%	3.6%	12.8%
Hispanic	279	72.5%	70.6%	53.0%	279	72.3%	70.5%	52.9%
White	75	19.5%	23.5%	25.6%	76	19.7%	23.7%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	1	0.3%	0.3%	5.1%	1	0.3%	0.3%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	6	1.6%	1.7%	3.0%	6	1.6%	1.7%	3.0%
Sex:								
Female	180	46.8%	48.0%	48.8%	180	46.6%	48.0%	48.8%
Male	205	53.2%	52.0%	51.2%	206	53.4%	52.0%	51.2%
Economically Disadvantaged	336	87.3%	77.4%	62.1%	336	87.0%	77.2%	62.0%
Non-Educationally Disadvantaged	49	12.7%	22.6%	37.9%	50	13.0%	22.8%	38.0%
Section 504 Students	10	2.6%	7.5%	7.4%	10	2.6%	7.5%	7.4%
EB Students/EL	5	1.3%	12.9%	23.1%	5	1.3%	12.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.4%	1.5%				

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	7	1.8%	4.3%	5.5%	7	1.8%	4.3%	5.5%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	5	1.3%	1.3%	1.3%	5	1.3%	1.3%	1.3%
Immigrant	0	0.0%	1.3%	2.2%	0	0.0%	1.3%	2.2%
Migrant	1	0.3%	0.2%	0.3%	1	0.3%	0.2%	0.3%
Title I	385	100.0%	58.4%	64.6%	386	100.0%	58.6%	64.6%
Military Connected	4	1.0%	1.3%	3.6%	4	1.0%	1.3%	3.6%
At-Risk	283	73.5%	60.8%	53.3%	284	73.6%	60.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	4	1.0%	14.0%	23.2%	4	1.0%	13.9%	23.2%
Career and Technical Education	0	0.0%	19.9%	26.5%	0	0.0%	19.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	59.4%	72.3%	0	-	59.3%	72.2%
Gifted and Talented Education	20	5.2%	7.8%	8.2%	20	5.2%	7.7%	8.2%
Special Education	68	17.7%	16.0%	12.6%	69	17.9%	16.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	68							
By Type of Primary Disability								
Students with Intellectual Disabilities	16	23.5%	40.8%	44.1%				
Students with Physical Disabilities	20	29.4%	19.2%	20.0%				
Students with Autism	**	**	18.3%	15.5%				
Students with Behavioral Disabilities	**	**	19.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	63	18.3%	23.0%	16.8%				
By Ethnicity:								
African American	1	0.3%	1.3%	3.3%				
Hispanic	52	15.1%	16.3%	8.7%				
White	8	2.3%	4.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.3%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	8	12.9%	23.0%	18.6%				
Count and Percent of EB Students/EL who are Mobile	2	50.0%	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	44	15.5%	23.7%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	76	23.3%	19.1%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.7%	1.5%	12.5%	1.6%	4.5%
Grade 1	0.0%	0.5%	2.5%	7.7%	2.3%	3.6%
Grade 2	0.0%	0.5%	1.6%	0.0%	1.1%	2.0%
Grade 3	1.9%	0.7%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	-	24.8%	8.7%	-	41.5%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.1	19.4	18.7
Grade 1	18.3	17.6	19.1
Grade 2	20.8	18.6	19.1
Grade 3	19.1	18.9	19.3
Grade 4	18.1	18.2	19.4
Grade 5	19.2	18.1	20.8
Grade 6	-	16.6	19.2
Secondary:			
English/Language Arts	-	12.6	16.2
Foreign Languages	-	21.4	18.8
Mathematics	-	15.1	17.5
Science	-	17.5	18.5
Social Studies	-	17.7	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	40.0	100.0%	100.0%	100.0%
Professional Staff:	30.1	75.3%	62.0%	64.1%
Teachers	25.2	63.0%	43.8%	48.7%
Professional Support	3.9	9.8%	13.7%	10.9%
Campus Administration (School Leadership)	1.0	2.5%	3.3%	3.3%
Educational Aides:	9.9	24.7%	10.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	8.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	23.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	15.0	37.6%	51.2%	53.2%
Teachers by Ethnicity:				
African American	2.0	7.9%	3.3%	11.8%
Hispanic	3.2	12.8%	34.7%	29.6%
White	20.0	79.3%	60.7%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	1.3	5.1%	22.4%	24.4%
Females	23.9	94.9%	77.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	16.2	64.3%	73.8%	72.2%
Masters	9.0	35.7%	26.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	15.8%	10.0%	9.7%
1-5 Years Experience	7.9	31.4%	36.9%	26.3%
6-10 Years Experience	6.3	24.9%	18.2%	20.5%
11-20 Years Experience	2.0	7.9%	22.7%	27.2%
21-30 Years Experience	4.0	15.9%	10.3%	13.3%
Over 30 Years Experience	1.0	4.0%	1.9%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	15.3	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	3.8	6.1
Average Years Experience of Principals with District	0.0	3.5	5.3
Average Years Experience of Assistant Principals	4.0	3.6	5.2
Average Years Experience of Assistant Principals with District	1.0	2.7	4.4
Average Years Experience of Teachers:	9.1	8.9	11.0
Average Years Experience of Teachers with District:	3.8	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$55,971	$55,464	$53,300
1-5 Years Experience	$57,478	$56,117	$56,516
6-10 Years Experience	$58,366	$57,457	$59,732
11-20 Years Experience	$61,156	$61,136	$63,389
21-30 Years Experience	$64,590	$64,963	$67,876
Over 30 Years Experience	$71,492	$72,352	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$59,439	$58,649	$60,717
Professional Support	$62,346	$69,764	$72,022
Campus Administration (School Leadership)	$77,789	$87,217	$85,167
Instructional Staff Percent:	n/a	60.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.3%	5.9%
Career and Technical Education	0.0	0.0%	3.8%	5.4%
Compensatory Education	1.0	4.0%	2.6%	3.2%
Gifted and Talented Education	0.3	1.1%	2.4%	1.7%
Regular Education	21.9	86.9%	75.4%	70.6%
Special Education	2.0	8.0%	7.5%	9.7%
Other	0.0	0.0%	2.0%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
  (To open link in a new window, press the "Ctrl" key and click on the link.)

2022 – 2023

Administrators

Yolanda Grijalva.. Principal

LeeAnn Dunn..….Assistant Principal

Seguin Independent School District

Rodriguez Elementary School

2022-2023 Formative Review

Mission Statement

Building a **caring community** that **challenges every student** to reach their **full potential**. The broad and balanced curriculum at **Rodriguez Elementary** will provide our students with the **ABC's of Learning**… **A**chieve your Dreams, **B**elieve in the Possibilities, **C**hallenge Yourself and Others **Every Day!**

Vision

Every Matador, Every Day!!

Table of Contents

Goals

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 39% in 2022 to 49% by August 2023.

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Rodriguez Elementary will show an increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels from 71%/40%/17% in 2021-2022 to 85%/55%/30% in 2022-2023. (Student Achievement Domain)

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: Recommendation - Focus on SCRs and ECRs in RLA.

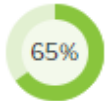| Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: All K-2nd teachers & Support Personnel, Instructional Interventionists, the Academic Dean and Administrators at Rodriguez will receive professional development in the areas of Interactive Read Alouds, Shared Reading, Shared Writing and Guided Reading and Literacy Stations. The sessions will include hands-on activities for all learners, the use of visuals to build and activate background knowledge and modeling to ensure participant understanding.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By attending these professional development opportunities, both the teachers and administration team will learn best practices and program management that will ensure students receive improved instruction which will improve student performance. The goal is to yield higher test scores among all performing students. January 2023 **Staff Responsible for Monitoring:** Principal **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 **Funding Sources:** Pay Trainer - Sylvia Boncher - 211 Title I - 211.13.00.104.3.24.000.6299 - $3,500, Substitutes (11 subs for 2 days) - 211 Title I - 211.11.00.104.3.24.000.6112 - $1,870	N/A	N/A	100%	→

Strategy 2 Details	Reviews			
Strategy 2: Professional Learning Communities (PLCs)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Continue weekly K-5 Professional Learning Communities (twice a week) to support the assessment cycle, data driven instruction and guide purposeful planning. All teachers and the instructional admin team will attend one Math focused PLC and one Literacy focused PLC per week. **Strategy's Expected Result/Impact:** A professional learning community, or PLC, will allow grade level teachers to meet weekly, share expertise, and work collaboratively to improve teaching practices and the academic performance of students through the assessment cycle and the four essential PLC questions. Nov/Dec **Staff Responsible for Monitoring:** Administration and Instructional Coach **Title I:** 2.4, 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	35%	65%	85%	100%

Strategy 3 Details	Reviews			
Strategy 3: Begin collecting writing samples for all students in December.	**Formative**			**Summative**
All students in K-5th will have a Writing Folder with common prompts for monthly writing sample collection campus wide. The writing folder will travel with students grade level to grade level. Common writing expectations for all students within the same grade level will be expected.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The writing collections of students provide tangible evidence to show their academic achievements over time as well as helps teachers identify areas of concern that will allow teachers to develop students as writers. Nov/Dec **Staff Responsible for Monitoring:** Leadership Team and Team Leaders **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Folders - 211 Title I - 211.11.00.104.3.24.000.6399 - $300	N/A	50%	75%	→

Strategy 4 Details	Reviews			
Strategy 4: Guided Reading will include enrichment lessons when appropriate to strengthen advanced academic skills. We will purchase guided reading take home bags and flashcards for K-2nd grade students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Through guided reading, students will be able to establish fundamental skills necessary for proficient reading, identify weaknesses and strengthen specific skills, improve attention to detail, build fluency, expand vocabulary knowledge, and develop reading comprehension skills. Nov/Dec **Staff Responsible for Monitoring:** Classroom Teachers & Leadership Team **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 **Funding Sources:** Guided Reading Book Bags and Flashcards - 211 Title I - 211.11.00.104.3.24.000.6399 - $275	35%	65%	80%	100%

Strategy 5 Details	Reviews			
Strategy 5: Continue to provide access to support and enrichment via the use of educational resources such as ESGI (Kinder and 1st) and Reading A to Z (All Classrooms), etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: These educational resources will provide students the opportunity to view grade level curriculum in different engaging formats that will assist the students with learning new academic content, spiraling previously taught material, and will also allow teachers to monitor student progress through the program's features. Nov/Dec **Staff Responsible for Monitoring:** Teachers Reading Dyslexia Teacher Instructional Coach Administration **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Reading A- Z licenses - 211 Title I - 211.11.00.104.3.24.000.6399 - $7,100, ESGI licenses - 211 Title I - 211.11.00.104.3.24.000.6399 - $1,800	35%	65%	100%	100%

Strategy 6 Details	Reviews			
Strategy 6: Provide teachers extended planning time to plan for the nine weeks session (as a grade level team) for the second, third and fourth nine weeks.	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal and AP **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Extended Planning Substitutes - 211 Title I - 211.11.00.104.3.24.000.6112 - $7,800	35%	65%	80%	100%

Strategy 7 Details	Reviews			
Strategy 7: Implement Revised District RtI Guidelines	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: By implementing the new district RTI guidelines Rodriguez Elementary will be able to better document student progress throughout the RTI program (Panorama) and help the district streamline a common RTI process across the Seguin ISD. The Principal, Assistant Principal and Academic Dean will attend the Solution Tree RTI at Work Summit. **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 **Funding Sources:** Registration fees for Solution Tree's RtI Conference - 211 Title I - 211.23.00.104.3.24.000.6299 - $1,600, AD Registration fees for Solution Tree's RtI Conference - 211 Title I - 211.13.00.104.3.24.000.6299 - $1,600, Hotel and Per Diem - 211 Title I - 211.xx.00.104.3.24.000.6411 - $2,000	35%	65%	85%	100%

Strategy 8 Details	Reviews			
Strategy 8: Purchase instructional materials to help teachers facilitate intervention for students.	Formative			Summative
	Nov	Jan	Mar	June
Title I: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Intervention Materials - 211 Title I - 211.11.00.104.3.24.000.6399 - $20,000	50%	65%	100%	100%

Strategy 9 Details	Reviews			
Strategy 9: Data Analysis	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Utilize Title I Aides to support interventions and enrichment lessons during the scheduled daily intervention blocks. **Strategy's Expected Result/Impact:** Student data will drive the intervention assignments and assigned personnel to focus on growth for all. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** FTE - 211 Title I - 211.XX.00.104.3.24.000.61X9 - $32,000	100%	100%	100%	100%

Strategy 10 Details	Reviews			
Strategy 10: Three DL teachers, the campus Academic Dean, the Assistant Principal and the Principal will attend the Dual Language Conference "TABE" (Texas Association for Bilingual Education). This will provide an opportunity to learn and share instructional best practices that will positively impact student learning and performance for our Dual Language learners.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By attending the Dual Language Conference, both the DL teachers and the administration team will be able to support the successful implementation of the 90/10 Dual Language program model. Attendees will learn best practices and program management that will allow emergent bilingual students in the Dual Language program the opportunity to better develop their native language and foster the development of a second language. The goal is to yield improved performance among all students. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Funding Sources:** Conference Registration (Teachers) - 211 Title I - 211.13.00.104.3.24.000.6299 - $1,400, Conference Registration (Admin) - 211 Title I - 211.23.00.104.3.24.000.6299 - $700, Travel, Hotel, Airfare - 211 Title I - 211.13.00.104.3.24.000.6411 - $800, Travel, Hotel - 211 Title I - 211.23.00.104.3.24.000.6411 - $1,898	100%	100%	100%	100%

Strategy 11 Details	Reviews			
Strategy 11: All literacy teachers in grades 3rd-5th will attend the English Language Arts & Reading (ELAR) STAAR Redesign: Assessing the Extended Constructed Response workshop provided by Region 20.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: In this session, teachers will look at the new ECR guidelines, different types of prompts for informational, argumentative, and correspondence responses and evaluate them using grade-appropriate rubrics provided by TEA. They will discuss success criteria and how to conduct calibration for PLCs and for students. **Staff Responsible for Monitoring:** None **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Conference Registration (Teachers) - 211 Title I - 211.13.00.104.3.24.000.6299 - $360, Substitutes - 211 Title I - 211.11.00.104.3.24.000.6112 - $400	N/A	100%	100%	100%

Strategy 12 Details	Reviews			
Strategy 12: Attend Lead-4-wards Rockin' Review Conference. - Utilize Professional Development opportunity to become familiarized with the new Staar 2.0.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers, interventionists, and admin team members will engaged in focused review on high-impact TEKS clusters and STAAR 2.0 instructional priorities. By attending this conference, teachers will learn to combine prioritized student thinking with strategies essential for success on STAAR 2.0, as they plan a 10-day review framework. **Staff Responsible for Monitoring:** Teachers, Interventionists, Admin Team **Funding Sources:** Registration Fees - Teachers (14 X $245 = $3,430.00 - 211 Title I - 211.13.00.104.3.24.000.6299 - $3,430, Registration Fees - Admin (2 X $245 = $490.00) - 211 Title I - 211.23.00.104.3.24.000.6299 - $490	N/A	N/A	100%	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 39% in 2022 to 49% by August 2023.

Performance Objective 2: By the end of the 2022-23 school year, the percentage of students who perform on grade level in ISIP Reading will improve from 40% to 70% in kindergarten, 42% to 70% in first grade, and 37% to 70% in second grade.

Evaluation Data Sources: Istation Data reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Focus on consistency with daily Guided Reading sessions.

Strategy 1 Details	Reviews			
Strategy 1: Appropriate equipment (headsets) will be provided for all students to facilitate focus, learning and practice with the use of technology by children who are utilizing district purchased software programs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Providing the necessary equipment will help our students minimize distractions as they practice and take monthly assessments on iStation, Imagine Math, etc. **Staff Responsible for Monitoring:** All Teachers, AD, Admin team. **Funding Sources:** Headsets - 211 Title I - 211.11.00.104.3.24.000.6399 - $900	N/A	N/A	100%	100%

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

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 36% to 46% by August 2023.

Performance Objective 1: POST-SECONDARY READINESS: At the campus level, Rodriguez Elementary will increase the percentage of third grade students who score Meets grade level or above on STAAR Math from 36% in 2022 to 46% by August 2023.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Students performed at 30% Meets in 2023. Continue to focus on students who can move from Approaches to Meets.

Strategy 1 Details		Reviews			
Strategy 1: Saturday School (STAAR Review)		**Formative**			**Summative**
Offer Saturday school to Grades 3-5 to help students make progress in mastering grade level content		**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Saturday school offers a unique and individualized learning experience. Increases good study habits. Improves academic performance, retention, and personal growth. Encourages higher level of thinking. Improves self-esteem. Helps you become an independent learner. Puts you in charge of your own learning process. ... Supports in-class learning. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Compensatory Pay for Saturday School - 211 Title I - 211.11.00.104.3.24.000.6118 - $2,700		N/A	N/A	N/A	100%

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

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 36% to 46% by August 2023.

Performance Objective 2: By the end of the 2022-2023 school year, the percentage of students who perform on grade level in Imagine Math K-2 will increase by 25%.

Evaluation Data Sources: Imagine Math data reports.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to use Imagine Math and target specific skills as demonstrated as an area of need.

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Performance Objective 1: By the end of the 2022-2023 school year, overall STAAR scores for Rodriguez Elementary's 3rd-5th grade students will increase for students in all subjects from 71/40/17 to 85/52/30 in the areas of approaches, meets, and masters.

Evaluation Data Sources: STAAR

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: The target goals were not met. The recommendation is to continue to offer PD sessions about the new Staar for teachers.

Strategy 1 Details	Reviews			
Strategy 1: Increase the Rigor and Relevance in math and science with supplemental materials that provoke critical thinking.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Purchase Motivation Reading Gr.3-5, Motivation Math Gr.2-5, Motivation Science Gr.5 (English / Spanish). Purchase STAAR Ready for Gr.3-5, Math, Reading, Science **Strategy's Expected Result/Impact:** By purchasing Motivation Reading Gr.3-5, Motivation Math Gr.2-5, Motivation Science Gr.5, teachers will be able to supplement their classroom instruction and provide students with content material that is more rigorous and provokes critical thinking. Nov/Dec **Staff Responsible for Monitoring:** Purchasing- Administration **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 **- Targeted Support Strategy** **Funding Sources:** Supplemental student consumables from Mentoring Minds - 211 Title I - 211.11.00.104.3.24.000.6399 - $10,500, STAAR Ready 3rd and 5th - 211 Title I - 211.11.00.104.3.24.000.6399 - $7,500	N/A	N/A	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Appropriate equipment (headsets with a microphone) will be provided to facilitate learning and practice with the use of technology by children who are coded ELL.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Providing the necessary equipment will help our students practice and prepare for the TELPAS state assessment. **Staff Responsible for Monitoring:** Dual Language Teachers **Funding Sources:** Headsets with a microphone - 211 Title I - 211.11.00.104.3.24.000.6399 - $4,500	N/A	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Classrooms carpets will be purchased for every Kinder, First and Second grade classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Classroom carpets are a too that can help create a positive learning environment, prevent disruptive behavior, and set clear expectations for student behavior. Providing the necessary equipment will help our students minimize distractions and maximize instructional minutes during whole group instruction. **Funding Sources:** - 211 Title I - 211.11.00.104.3.24.000.6399 - $8,000	**Nov**	**Jan**	**Mar**	**June**
	N/A	N/A	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Appropriate technology equipment (ipads and pencils) will be provided for all teachers and administrators to facilitate customizable instruction that is more interactive and engaging for students. Providing current technology equipment will allow our teachers access to interactive instruction while they perform accountability laps in the power zone.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By focusing on instructional practices, and support for district programs, Rodriguez Elementary will show an increase in the percentage of students who achieve proficiency performance levels. **Funding Sources:** - 211 Title I - $22,350	N/A	N/A	N/A	100%

Strategy 5 Details	Reviews			
Strategy 5: The campus principal will attend the TEPSA (Texas Elementary Principals and Supervisors Association) summer conference.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The administrator attending the TEPSA conference will engage in two full days of powerful presentations with over 100 sessions available on PK-8 education and leadership trends as attendees dive deep into topics and explore service to enhance the educational experience in our schools.	N/A	N/A	N/A	100%

Strategy 6 Details	Reviews			
Strategy 6: A Clear Touch 75 inch Interactive Flat Panel will be provided for the Rodriguez Elementary school students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Appropriate technology equipment will be provided and available for all teachers and administrators to facilitate customizable instruction that is more interactive and engaging for students. Providing current technology equipment will allow our teachers access to enhanced interactive instruction leading to increased student engagement. **Funding Sources:** - 211 Title I - $5,400	**Nov**	**Jan**	**Mar**	**June**
	N/A	N/A	N/A	❌

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Goal 4: Rodriguez Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: POST-SECONDARY READINESS: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Rodriguez Elementary will build a thriving learning community and increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations.
Rodriguez Elementary will increase attendance from 93.4% to 96%.

Evaluation Data Sources: Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities.
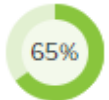
Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Rodriguez did not meet the attendance goal of 96% but there were many plans, systems and incentives put in place to increase attendance and target chronic absenteeism.

Strategy 1 Details	Reviews			
Strategy 1: Health and Well-being	**Formative**			**Summative**
The campus will participate in several events such as World Day of Bullying Prevention, Character Education Week, Red Ribbon Week, Unity Day, and daily Positive Action lessons. **Strategy's Expected Result/Impact:** Bring awareness to students on the effects of modern day cyber bullying, equip students with anti-bullying strategies, and raise awareness of the potential harm of the utilization of drugs. Nov.-Dec. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June
	50%	75%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Health and Well-being	Formative			Summative
Promote healthy food options within the GO, WHOA, SLOW campaign in partnership with food service. **Strategy's Expected Result/Impact:** Students will make better choices when selecting their meals and snacks at home and school. Nov.-Dec **Staff Responsible for Monitoring:** P.E. Coach Campus Nutrition Services **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
	55%	75%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Attendance	Formative			Summative
The PBIS Committee will consistently and continuously analyze discipline, attendance, climate data at the end of each nine weeks and make necessary adjustments to improve areas of concern. **Strategy's Expected Result/Impact:** Increased overall student performance and attendance rate. Nov-Dec. **Staff Responsible for Monitoring:** PBIS Team, Leadership Team, Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
	30%	65%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Attendance	**Formative**			**Summative**
Incorporate PBIS Classroom Based Incentives, Grade Level Team Incentives and Campus Based Incentives incorporated to promote positive decision making in regard to attendance and discipline through PBIS recommendations.	**Nov**	**Jan**	**Mar**	**June**
	30%	65%	100%	100%

Strategy's Expected Result/Impact: Increased overall student performance and attendance rate.

Nov-Dec

Staff Responsible for Monitoring: PBIS Committee, Leadership Team, Teachers

Title I:
2.4, 2.5
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

Strategy 5 Details	Reviews			
Strategy 5: Safety	**Formative**			**Summative**
Create an Emergency Operation Plan (EOP) and train the faculty on the plan for all emergencies to include a folder check. Once class lists are finalized (within first weeks of school) copies of updated rosters will be added to the folder.	**Nov**	**Jan**	**Mar**	**June**
	30%	60%	100%	100%

Strategy's Expected Result/Impact: The Emergency Operation Plan provides a clear systematic approach in dealing with different kinds of threats that will prevent or reduce fatalities, injuries, protect students/staff and the community to accelerate the resumption of normal operations.

Nov-Dec
Staff Responsible for Monitoring: Administration

TEA Priorities:
Recruit, support, retain teachers and principals
 -

Strategy 6 Details	Reviews			
Strategy 6: Safety	Formative			Summative
	Nov	Jan	Mar	June
Follow the Fire Drill, ALICE Drill and emergency scenario drill schedule. Record the dates accordingly. Debrief the drills as a leadership team and work to improve them. **Strategy's Expected Result/Impact:** By practicing safety drills, students and staff will be better equipped in making life saving decisions in case of a real emergency. Nov-Dec **Staff Responsible for Monitoring:** Administration Teachers	30%	60%	85%	100%

Strategy 7 Details	Reviews			
Strategy 7: Safety	Formative			Summative
	Nov	Jan	Mar	June
Generate a Campus Crisis Team that is trained to support students in need and properly restrain students if absolutely necessary. The Crisis Team will also be trained and prepared do conduct a Suicide Risk Assessment, if needed. **Strategy's Expected Result/Impact:** The crisis team will defuse challenging and disruptive behavior before an incident escalates to a crisis situation keeping all students safe. Nov-Dec. **Staff Responsible for Monitoring:** Leadership Team, CPC Team, C&I SE and Behavioral Support	30%	65%	100%	100%

Strategy 8 Details	Reviews			
Strategy 8: Emotional Support	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
The counselor will provide guidance lessons to meet the social and emotional needs of students through district curriculum. Additionally, 'lunch bunch' groups will be formed with students with the most need per grade level. **Strategy's Expected Result/Impact:** To help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships. Nov-Dec **Staff Responsible for Monitoring:** Counselor **Title I:** 2.5	30%	65%	100%	100%

Strategy 9 Details	Reviews			
Strategy 9: Emotional Support	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
All teachers will be trained on McKinney Vento, CPS Reporting, Bullying Prevention, etc. to promote meeting the social-emotional needs of our students. **Strategy's Expected Result/Impact:** Recognize when children are at risk of harm and have the confidence and knowledge to intervene to ensure the safety and well-being of the student and their family. Nov-Dec.	30%	60%	100%	100%

Strategy 10 Details	Reviews			
Strategy 10: Life Time Fitness	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Promote lifetime fitness through participation in a variety of sports camps for grade 3-5. (Football, soccer, and volleyball camps) **Strategy's Expected Result/Impact:** The camps will provide students with exposure to different kinds of sports, their rules, and the opportunity to practice and tryout the different positions of the respective game. Nov-Dec **Staff Responsible for Monitoring:** P.E. Coach **Title I:** 2.4, 2.5	30%	30%	100%	100%

Strategy 11 Details	Reviews			
Strategy 11: Lifetime Fitness	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
To promote lifetime fitness for students and their families through a school wide family fitness walk/run event. **Strategy's Expected Result/Impact:** Bring families together to create a healthier school community. Nov-Dec **Staff Responsible for Monitoring:** P.E. Coach	N/A	100%	100%	100%

Strategy 12 Details	Reviews			
Strategy 12: Extra Curricular Activities	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Provide opportunities for involvement in advanced academic co-curricular events such as Math Bee, Spanish Spelling Bee, Science Fair, UIL, Safety Patrol, Student Council, etc. **Strategy's Expected Result/Impact:** Through extra curricular activities students will build leadership skills, create broader perspectives, boost self-esteem and engage in social opportunities. Nov-Dec. **Staff Responsible for Monitoring:** Administration Respective Club Sponsors **Title I:** 2.5	30%	80%	85%	→

Strategy 13 Details	Reviews			
Strategy 13: Expand Liink to include fourth grade (grade levels K-4th). (4 recess breaks)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Create master schedule to follow Liink guidelines.
    Strategy's Expected Result/Impact: Unstructured, outdoor play combined with character development instruction will improved cognitive functioning and classroom behaviors.
    Staff Responsible for Monitoring: Administration, Kinder and 1st grade teachers, Pete Sylvius, TCU Liink Team
 	
Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
	35%	55%	100%	100%

Goal 5: Rodriguez Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Rodriguez Elementary will achieve a teacher turnover rate of less than 7%.

Summative Evaluation: Met Objective

Next Year's Recommendation: Most teachers are returning for the 2023-2024 school year. The assistant Principal retired and was replaced by the current Academic Dean. A fifth grade teacher was promoted to the Academic Dean role. A teacher was recruited by Dr. Grijalva to fill the fifth grade vacancy.

Strategy 1 Details	Reviews			
Strategy 1: Promote employee recognition through weekly staff newsletters, Teacher of the Week, and Team of the Month. Starting in October, the Team of the Month will be acknowledged at the last Friday morning assembly of the month and awarded an hour lunch.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher performance in meeting the diverse needs of their students. Nov./Dec. Considerable - Principal and Assistant Principal continue to create staff newsletters emailed out every Sunday; announce Teacher of the Week and Team of the Month at monthly Faculty meetings. **Staff Responsible for Monitoring:** Principal, Assistant Principal	30%	60%	100%	➡️

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities to involve teachers in the decision making process by creating the campus Instructional Leadership Team (ILT).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By providing teachers the opportunity to be involved in decision making it will create a more positive working relationship between the administration and teachers. Nov./Dec. Considerable - The ILT committee has been meeting monthly, with the exception of November. The Leadership Team and Grade Level Team Leaders met to discuss campus events, news and initiatives. **Staff Responsible for Monitoring:** Administration and members of the Instructional Leadership Team	35%	50%	100%	100%

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Principal, Assistant Principal, and the Academic Dean will conduct a minimum of 10 walkthroughs per week to support personal growth for all teachers.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Walkthroughs will provide teachers with feedback on their teaching strategies, levels of interaction, student engagement, and teacher behaviors. It will allow the administration to provide resources and supports. Nov./Dec.: Some Progress - November/December have been filled with T-TESS. In January we will see an increase in walkthroughs as usual. **Staff Responsible for Monitoring:** Principal, Assistant Principal	35%	65%	100%	→

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Academic Dean will implement the Coaching Cycle to support professional growth for all novice teachers.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The use of the coaching will allow teachers to improve their teaching craft yielding higher student performance. Nov./Dec. Some Progress - The Instructional Coach has met with individual teachers to implement the Coaching Cycle. **Staff Responsible for Monitoring:** Instructional Coach	35%	55%	100%	100%

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Participate in the new district teacher mentor program that will support new teachers in their first year of teaching and help build teacher capacity for veteran teachers as they serve as mentors.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The new teacher program will support those teachers new to teaching with a mentor that can assist them with adapting to the school culture, curriculum, classroom management, lesson planning, managing student behavior, and managerial tasks to avoid teacher burn out. Nov./Dec. Considerable - The new teacher has been meeting with her Mentor and attended district level meetings. **Staff Responsible for Monitoring:** Principal, Assistant Principal, New Teachers, and Mentors	30%	65%	100%	100%

Strategy 6 Details	Reviews			
Strategy 6: Utilize data from teacher surveys during the school year (Fall and Spring) to assess the climate of the campus, professional development needs, and perceptions of administration.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teacher surveys will allow teachers to communicate how the campus is doing academically, communication between the administration, discipline, and campus morale. By conducting teacher surveys, the administration will give teachers a voice, which is a major positive factor in influencing teacher retention. Nov./Dec. No Progress - The Principal and Assistant Principal are working on survey to provide feedback on campus administrators, curriculum and communication. **Staff Responsible for Monitoring:** Principal and Assistant Principal	N/A	50%	75%	100%

Strategy 7 Details	Reviews			
Strategy 7: Continue a Professional Learning Community (PLC) to help improve quality of guided reading instruction. Book study material: Next Steps to Guided Reading	Formative			Summative
	Nov	Jan	Mar	June
Buy additional books for the book study for new teachers. Purchase binders needed for teachers to keep records of students progress while at the guided reading table **Strategy's Expected Result/Impact:** In creating the PLC book study " Next Steps to Guided Reading" will provide teachers with a clear understanding on the guided reading lesson components and present strategies for teaching students at the different levels of reading ability. Subsequently helping students make progress in their reading abilities. Nov/Dec. Jan **Staff Responsible for Monitoring:** Principal Assistant Principal K-1 Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Additional Books (Due to going self contained) The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader - 211 Title I - 211.13.00.104.0.24.000.6399 - $300	N/A	75%	100%	100%

Goal 6: Rodriguez Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: By Spring 2023, Rodriguez Elementary will increase the number of parents who are involved in parent groups on campuses by 25%.

Evaluation Data Sources: Parent Surveys

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Our Parenting Partners initiative has proven to be a great success, with cohorts in English and Spanish in the Fall and the Spring.

Strategy 1 Details	Reviews			
Strategy 1: Seek parent input on the Parent Involvement Policy, Parent-Teacher Compact and SBDM Meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents will be included in the drafting and finalizing of important campus documents such as the Parent Involvement Policy and Parent-Teacher Compact during their participation at SBDM meetings. Nov/Dec **Staff Responsible for Monitoring:** Leadership Teams, Parent Volunteers **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	30%	45%	100%	→

Strategy 2 Details	Reviews			
Strategy 2: Utilize various methods of communication such as Phone/Email Messenger, flyers, marquee, weekly / monthly newsletters, etc. to improve the home and school connection.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: School personnel will utilize various means of communication as they make every effort to communicate with parents and improve the home and school connection. The intended result is to improve parent and family engagement in school events, functions, celebrations, events and activities. Nov/Dec **Staff Responsible for Monitoring:** Administration, Leadership Team, Specials Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	30%	60%	85%	100%

Strategy 3 Details	Reviews			
Strategy 3: Monitor parent engagement through sign-in sheets of events across the school year such as Meet the Teacher, Title 1 meeting, parent teacher conferences etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By tracking parent engagement, the leadership team can monitor the increase or decrease of parent participation and the success of school events. The leadership team can then find ways to increase parent participation. Nov/Dec **Staff Responsible for Monitoring:** Administration Team Leads **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	30%	60%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Increase communication between parents, teachers, and administrators through meaningful conversations during "coffee and conversation with the principal" events during the school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents will be provided the opportunity to share ideas, questions or concerns directly with administrators twice a year during "coffee and conversation with the principal". The intent is to provide a comfortable and safe space that will allow meaningful, two-way communication to take place. Open a question/concern "Virtual Message Board" where parents can share questions or concerns and get direct feedback from the principal. Nov/Dec **Staff Responsible for Monitoring:** Principal **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	30%	30%	80%	→

Strategy 5 Details	Reviews			
Strategy 5: Increase parent participation of their students academic achievement by providing technology, math and literacy resources they can utilize at home to increase student achievement. In addition, teachers and administration will host a literacy/math/science night.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Plan and carry out literacy/math/science night Nov/Dec **Staff Responsible for Monitoring:** Administration Faculty/Staff **Title I:** 2.5, 2.6, 4.1 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Supplies for take home resources - 211 Title I Parental Involvement - 211.61.00.104.2.24.000.6399 - $1,500, Supplies for take home resources - 211 Title I Parental Involvement - 211.61.00.104.2.24.000.6399 - $250	30%	65%	100%	100%

Strategy 6 Details			Reviews		
Strategy 6: Parents will attend the Parent Involvement Conference in December.			**Formative**		**Summative**
Staff Responsible for Monitoring: Administration			**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Conference Registration - 211 Title I Parental Involvement - 211.61.00.104.2.24.000.6299 - $300			N/A	N/A	N/A	→

Strategy 7 Details			Reviews		
Strategy 7: In order to enhance communication between teachers and parents, student planners will be purchased as a means for daily communication.			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The intended result is for parents to receive daily updates regarding assignments, student behavior, and important dates for assessments and school events. Campus Wide Monthly Calendar for Important dates and school events. **Staff Responsible for Monitoring:** Teachers and Parents **Funding Sources:** Student Planners - 211 Title I Parental Involvement - $750			100%	100%	100%	100%

Strategy 8 Details			Reviews		
Strategy 8: The Parenting Partners team will attending the Parenting Partners annual Conference (June 2023).			**Formative**		**Summative**
Strategy's Expected Result/Impact: The Parenting Partners team will engage in two full days of powerful presentations, success stories of best practices and opportunities to strategize implementation of new ideas to improve the partnership between parents and our schools. They will also have the opportunity to network with teams from around the country.			**Nov**	**Jan**	**Mar**	**June**
			N/A	N/A	100%	100%

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

Goal 6: Rodriguez Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.
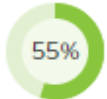
Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Rodriguez Elementary School will improve their public image as measured by constructive feedback collected from social media and parent/community surveys.

Evaluation Data Sources: Parent Surveys, interactions on social media pages.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: The Family-School Relationships Survey showed an increase in Family Efficacy and Family Engagement. There was a slight drop in Barriers to Engagement.

Strategy 1 Details	Reviews			
Strategy 1: Analyze the results of the panorama Parent Survey during the Fall semester and again in the Spring semester to assess the climate and identify the needs of the campus for our parents and families.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The survey results will be reviewed by the SBDM committee to identify areas of needed improvement as we continue to work towards creating a positive climate for our students and their families. The intention of conducting a survey two times a year is to monitor implementation of new ideas and systems to ensure such modifications are addressing areas of needed improvement successfully and in a timely manner. Nov/Dec **Staff Responsible for Monitoring:** Technologist, CNA Parent Involvement Committee, Leadership Team, Parents **Title I:** 2.6, 4.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	N/A	55%	80%	100%

Strategy 2 Details	Reviews			
Strategy 2: Plan, publicize and promote parental/family involvement opportunities related to academic, social-emotional, etc. through Phone Messenger, Flyers, social media platforms, etc. (sent in both languages).	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: In an effort to improve parental involvement in school activities, school personnel will utilize a variety of means of communication to reach out to parents and inform them of ways they can become involved in their child's education. Campus Wide Monthly Calendar for Important dates and school events. The expected result is to form stronger, more meaningful partnerships with parents, with language no longer being a barrier. Nov/Dec **Staff Responsible for Monitoring:** Leadership Team, Specials Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	30%	70%	85%	100%

Strategy 3 Details	Reviews			
Strategy 3: Utilize Rodriguez Twitter and Facebook posts to promote a positive climate and share all the good things happening within the school.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: School personnel will be encouraged to capture and share daily special moments, events, lessons and activities happening at our campus that parents don't normally get to see. With these tools, parents will have the opportunity to catch a glimpse of their child's activities in school, outside of the events parents are normally invited to attend. Nov/Dec **Staff Responsible for Monitoring:** Leadership Team Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	35%	55%	85%	100%

Strategy 4 Details			Reviews		
Strategy 4: Community Learning Exchange			**Formative**		**Summative**
Participate in the CLE to better understand how to build relationships with parent and our community Conduct Community Walks- Monthly **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture		**Nov**	**Jan**	**Mar**	**June**
		N/A	N/A	N/A	✖

0% No Progress	100% Accomplished	➡️ Continue/Modify	✖ Discontinue

Goal 6: Rodriguez Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 3: PARTNERSHIPS: Rodriguez Elementary will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Finding partnerships with community-based companies was a challenge. Rodriguez Elementary was sponsored by HEB.

Strategy 1 Details	Reviews			
Strategy 1: Partner with SISD and the San Antonio Food Bank (with help from Teresa Cuevas) for weekly Food Bank bags for selected students. Partner with St. Andrews to help provide students with backpacks, shoes and other needs as they arise.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The partnership with SISD and the Food Bank will ensure that those selected students receive nutritional items to allow the students to grow physically and mentally. The partnership with St.Andrews will ensure that selected students have the physical items they might need to be prepared for school. Nov./Dec. **Staff Responsible for Monitoring:** Counselor, Leadership Team, Staff	35%	60%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Participate in both the Mid-Texas Symphony performances and the Children's play at SHS. Additionally, students will be exposed to performances by the Mariachi Matadors and AJB Band/Choir during the school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The partnership with these fine arts entities will provide students with the opportunity for students to see live music that promotes a understanding and sharing of culture. Nov./Dec. **Staff Responsible for Monitoring:** Fine Arts staff district wide, Administration	40%	60%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Continue to offer the TLU Music Outreach program on the campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The partnership with TLU music outreach program provides students the opportunity to learn how to play the violin as playing an instrument increases the capacity of memory, enhances, coordination,and improves reading and comprehension skills. Nov./Dec. **Staff Responsible for Monitoring:** TLU Staff, Music Teacher, Administration	35%	65%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Partner with the Seguin ISD Folklorico teacher to teach our students a performance for the Cinco de Mayo carnival. The performance will help our students and families celebrate cultural diversity.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The partnership with Teatro de Artes de Juan Seguin Ballet Folklorico provides students the opportunity to learn different musical dances and take appreciation for Mexican heritage customs and traditions. Nov./Dec. **Staff Responsible for Monitoring:** Music Teacher, Administration, Teatro staff	35%	60%	100%	→

Strategy 5 Details	Reviews			
Strategy 5: Partner with TLU Men's soccer team and the team parents for " A Game for a Cause" to support Rodriguez with our fundraising goals and create community partnerships.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The "A Game for a Cause" will allow community members to become familiar with the initiatives and goals Rodriguez Elementary is working towards. Community members can make monetary donations to our campus to help us achieve our needs and establish partnerships and community relationships. Nov./Dec. **Staff Responsible for Monitoring:** Administration P.E. Coach TLU Men's Soccer Parent Leadership	100%	100%	100%	100%

Strategy 6 Details	Reviews			
Strategy 6: Ensure hands-on opportunities for students through on campus labs as well as off-campus experiences such as collaboration with the Irma Lewis SOLC, Red Barn, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By providing students the opportunity to experience outdoor learning, students will take a greater appreciation for nature and instill a sense of environmental consciousness. Nov./Dec. **Staff Responsible for Monitoring:** Leadership Team, Teachers, Support staff at various sites	100%	100%	100%	100%

Strategy 7 Details	Reviews			
Strategy 7: Partner with the Agriculture Extension group to bring incubator and eggs to observe life cycles in person.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The partnership with the Agricultural Extension provides students an opportunity to experience science in real life time making life long connections to the science curriculum. Nov./Dec. & March/April **Staff Responsible for Monitoring:** Ag Extension Agent, Dawn McMillan, Leadership Team	N/A	15%	85%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Goal 7: Rodriguez Elementary will increase the overall accountability score from 88 in 2022 to 90 in 2023.

2022-23 Texas Academic Performance Report (TAPR)

District Name: SEGUIN ISD

Campus Name: ORALIA R RODRIGUEZ EL

Campus Number: 094901104

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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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	67%	**68%**	-	69%	60%	-	-	-	-	56%	-	68%	69%	69%	66%
	2022	76%	68%	**71%**	*	71%	71%	-	-	-	-	31%	*	73%	50%	68%	66%
At Meets Grade Level or Above	2023	50%	40%	**35%**	-	36%	20%	-	-	-	-	38%	-	34%	38%	33%	25%
	2022	51%	40%	**37%**	*	36%	43%	-	-	-	-	8%	*	38%	33%	32%	25%
At Masters Grade Level	2023	20%	11%	**8%**	-	9%	0%	-	-	-	-	6%	-	5%	23%	6%	6%
	2022	30%	25%	**23%**	*	23%	14%	-	-	-	-	0%	*	23%	33%	18%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	70%	**73%**	-	74%	60%	-	-	-	-	56%	-	71%	85%	70%	75%
	2022	71%	64%	**65%**	*	64%	71%	-	-	-	-	23%	*	66%	50%	62%	56%
At Meets Grade Level or Above	2023	45%	37%	**28%**	-	29%	20%	-	-	-	-	38%	-	26%	38%	25%	22%
	2022	43%	36%	**33%**	*	31%	43%	-	-	-	-	8%	*	34%	17%	26%	25%
At Masters Grade Level	2023	19%	11%	**4%**	-	5%	0%	-	-	-	-	0%	-	3%	8%	3%	3%
	2022	21%	16%	**14%**	*	13%	29%	-	-	-	-	0%	*	14%	17%	12%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	69%	**68%**	*	66%	100%	-	-	-	-	9%	*	68%	73%	61%	58%
	2022	77%	71%	**71%**	*	71%	60%	*	-	-	-	19%	-	71%	71%	71%	63%
At Meets Grade Level or Above	2023	48%	36%	**40%**	*	37%	80%	-	-	-	-	0%	*	38%	55%	30%	24%
	2022	54%	47%	**51%**	*	50%	40%	*	-	-	-	6%	-	53%	29%	48%	37%
At Masters Grade Level	2023	22%	13%	**15%**	*	13%	40%	-	-	-	-	0%	*	11%	36%	11%	12%
	2022	28%	23%	**21%**	*	20%	40%	*	-	-	-	0%	-	23%	0%	16%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	64%	**74%**	*	72%	100%	-	-	-	-	27%	*	73%	82%	67%	73%
	2022	70%	67%	**73%**	*	71%	80%	-	-	-	-	50%	-	73%	71%	73%	70%
At Meets Grade Level or Above	2023	48%	39%	**39%**	*	36%	80%	-	-	-	-	0%	*	38%	45%	34%	33%
	2022	43%	39%	**42%**	*	42%	40%	*	-	-	-	25%	-	42%	43%	45%	37%
At Masters Grade Level	2023	22%	16%	**11%**	*	12%	0%	-	-	-	-	0%	*	10%	18%	13%	6%
	2022	23%	15%	**14%**	*	11%	40%	*	-	-	-	6%	-	14%	14%	13%	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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	76%	**80%**	*	81%	*	*	-	-	-	47%	-	81%	75%	81%	86%
	2022	81%	75%	**79%**	*	79%	*	-	-	-	-	33%	-	77%	100%	79%	78%
At Meets Grade Level or Above	2023	57%	50%	**61%**	*	61%	*	*	-	-	-	29%	-	64%	50%	63%	57%
	2022	58%	46%	**45%**	*	43%	*	-	-	-	-	17%	-	47%	33%	43%	50%
At Masters Grade Level	2023	28%	22%	**34%**	*	34%	*	*	-	-	-	0%	-	34%	33%	34%	36%
	2022	36%	26%	**22%**	*	21%	*	-	-	-	-	0%	-	25%	0%	21%	31%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	71%	**87%**	*	88%	*	*	-	-	-	76%	-	86%	92%	87%	86%
	2022	77%	70%	**80%**	*	82%	*	-	-	-	-	50%	-	78%	100%	82%	81%
At Meets Grade Level or Above	2023	51%	39%	**61%**	*	61%	*	*	-	-	-	53%	-	62%	58%	63%	71%
	2022	48%	41%	**46%**	*	45%	*	-	-	-	-	17%	-	47%	44%	46%	44%
At Masters Grade Level	2023	21%	14%	**19%**	*	16%	*	*	-	-	-	12%	-	21%	8%	18%	14%
	2022	25%	16%	**18%**	*	18%	*	-	-	-	-	0%	-	21%	0%	18%	22%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	63%	**74%**	*	73%	*	*	-	-	-	59%	-	76%	67%	74%	86%
	2022	66%	64%	**56%**	*	56%	*	-	-	-	-	17%	-	52%	89%	56%	59%
At Meets Grade Level or Above	2023	36%	33%	**40%**	*	38%	*	*	-	-	-	41%	-	41%	33%	40%	50%
	2022	38%	33%	**26%**	*	25%	*	-	-	-	-	0%	-	25%	33%	25%	28%
At Masters Grade Level	2023	16%	16%	**20%**	*	16%	*	*	-	-	-	24%	-	21%	17%	19%	25%
	2022	18%	13%	**7%**	*	8%	*	-	-	-	-	0%	-	8%	0%	7%	9%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	67%	**75%**	100%	74%	75%	*	-	-	-	50%	*	74%	77%	73%	75%
	2022	74%	63%	**71%**	100%	71%	67%	*	-	-	-	32%	*	70%	79%	70%	68%
At Meets Grade Level or Above	2023	49%	37%	**43%**	100%	42%	56%	*	-	-	-	31%	*	43%	45%	41%	39%
	2022	48%	34%	**40%**	86%	39%	47%	*	-	-	-	12%	*	40%	34%	38%	35%
At Masters Grade Level	2023	20%	12%	**16%**	40%	15%	28%	*	-	-	-	7%	*	15%	20%	15%	14%
	2022	23%	14%	**17%**	43%	16%	25%	*	-	-	-	1%	*	18%	8%	15%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	**72%**	*	71%	71%	*	-	-	-	41%	*	72%	72%	70%	69%
	2022	75%	64%	**74%**	*	74%	69%	*	-	-	-	26%	*	74%	77%	73%	69%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	40%	**45%**	*	44%	50%	*	-	-	-	25%	*	45%	47%	42%	34%
	2022	53%	39%	**44%**	*	43%	50%	*	-	-	-	9%	*	45%	32%	41%	37%
At Masters Grade Level	2023	20%	12%	**19%**	*	18%	29%	*	-	-	-	2%	*	16%	31%	17%	17%
	2022	25%	16%	**22%**	*	21%	25%	*	-	-	-	0%	*	23%	9%	18%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	63%	**78%**	*	78%	79%	*	-	-	-	57%	*	76%	86%	75%	77%
	2022	72%	59%	**73%**	*	72%	69%	*	-	-	-	40%	*	72%	77%	72%	69%
At Meets Grade Level or Above	2023	45%	30%	**43%**	*	41%	57%	*	-	-	-	34%	*	42%	47%	41%	41%
	2022	42%	27%	**40%**	*	39%	44%	*	-	-	-	17%	*	41%	36%	39%	35%
At Masters Grade Level	2023	19%	10%	**11%**	*	11%	14%	*	-	-	-	5%	*	11%	11%	11%	8%
	2022	20%	10%	**15%**	*	14%	31%	*	-	-	-	3%	*	16%	9%	14%	12%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	72%	**74%**	*	73%	*	*	-	-	-	59%	-	76%	67%	74%	86%
	2022	76%	66%	**56%**	*	56%	*	-	-	-	-	17%	-	52%	89%	56%	59%
At Meets Grade Level or Above	2023	47%	39%	**40%**	*	38%	*	*	-	-	-	41%	-	41%	33%	40%	50%
	2022	47%	34%	**26%**	*	25%	*	-	-	-	-	0%	-	25%	33%	25%	28%
At Masters Grade Level	2023	18%	14%	**20%**	*	16%	*	*	-	-	-	24%	-	21%	17%	19%	25%
	2022	21%	12%	**7%**	*	8%	*	-	-	-	-	0%	-	8%	0%	7%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	29%	**23%**	-	23%	20%	-	-	-	-	31%	-	21%	31%	21%	16%
	2022	36%	28%	**26%**	*	24%	29%	-	-	-	-	8%	*	26%	17%	21%	16%
Reading and Mathematics Including EOC	2023	37%	29%	**23%**	-	23%	20%	-	-	-	-	31%	-	21%	31%	21%	16%
	2022	36%	28%	**26%**	*	24%	29%	-	-	-	-	8%	*	26%	17%	21%	16%
Reading Including EOC	2023	50%	40%	**35%**	-	36%	20%	-	-	-	-	38%	-	34%	38%	33%	25%
	2022	51%	40%	**37%**	*	36%	43%	-	-	-	-	8%	*	38%	33%	32%	25%
Math Including EOC	2023	45%	37%	**28%**	-	29%	20%	-	-	-	-	38%	-	26%	38%	25%	22%
	2022	43%	36%	**33%**	*	31%	43%	-	-	-	-	8%	*	34%	17%	26%	25%
4th Graders																	
Reading and Mathematics	2023	38%	28%	**28%**	*	24%	80%	-	-	-	-	0%	*	25%	45%	20%	18%
	2022	36%	31%	**34%**	*	33%	40%	*	-	-	-	6%	-	35%	29%	35%	15%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	28%	**28%**	*	24%	80%	-	-	-	-	0%	*	25%	45%	20%	18%
	2022	36%	31%	**34%**	*	33%	40%	*	-	-	-	6%	-	35%	29%	35%	15%
Reading Including EOC	2023	48%	35%	**40%**	*	37%	80%	-	-	-	-	0%	*	38%	55%	30%	24%
	2022	54%	47%	**51%**	*	50%	40%	*	-	-	-	6%	-	53%	29%	48%	37%
Math Including EOC	2023	48%	39%	**39%**	*	36%	80%	-	-	-	-	0%	*	38%	45%	34%	33%
	2022	43%	39%	**42%**	*	42%	40%	*	-	-	-	25%	-	42%	43%	45%	37%
5th Graders																	
Reading and Mathematics	2023	43%	34%	**53%**	*	53%	*	*	-	-	-	24%	-	53%	50%	55%	54%
	2022	41%	32%	**30%**	*	29%	*	-	-	-	-	0%	-	33%	11%	29%	34%
Reading and Mathematics Including EOC	2023	43%	34%	**53%**	*	53%	*	*	-	-	-	24%	-	53%	50%	55%	54%
	2022	41%	32%	**30%**	*	29%	*	-	-	-	-	0%	-	33%	11%	29%	34%
Reading Including EOC	2023	57%	50%	**61%**	*	61%	*	*	-	-	-	29%	-	64%	50%	63%	57%
	2022	58%	46%	**45%**	*	43%	*	-	-	-	-	17%	-	47%	33%	43%	50%
Math Including EOC	2023	51%	39%	**61%**	*	61%	*	*	-	-	-	53%	-	62%	58%	63%	71%
	2022	48%	41%	**46%**	*	45%	*	-	-	-	-	17%	-	47%	44%	46%	44%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	25%	**34%**	*	33%	50%	*	-	-	-	20%	*	33%	42%	32%	28%
	2022	34%	22%	**30%**	*	29%	38%	*	-	-	-	6%	*	31%	18%	28%	22%
Reading and Mathematics Including EOC	2023	39%	27%	**34%**	*	33%	50%	*	-	-	-	20%	*	33%	42%	32%	28%
	2022	36%	24%	**30%**	*	29%	38%	*	-	-	-	6%	*	31%	18%	28%	22%
Reading Including EOC	2023	53%	42%	**45%**	*	44%	50%	*	-	-	-	25%	*	45%	47%	42%	34%
	2022	53%	40%	**44%**	*	43%	50%	*	-	-	-	9%	*	45%	32%	41%	37%
Math Including EOC	2023	47%	32%	**43%**	*	41%	57%	*	-	-	-	34%	*	42%	47%	41%	41%
	2022	43%	29%	**40%**	*	39%	44%	*	-	-	-	17%	*	41%	36%	39%	35%

* 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%	47%	**42%**	*	39%	90%	-	-	-	-	5%	*	41%	50%	38%	36%
Grade 4 Mathematics	2023	63%	60%	**67%**	*	68%	40%	-	-	-	-	73%	*	65%	82%	66%	71%
Grade 5 ELA/Reading	2023	65%	64%	**78%**	*	78%	*	*	-	-	-	50%	-	81%	67%	78%	82%
Grade 5 Mathematics	2023	71%	63%	**86%**	*	84%	*	*	-	-	-	84%	-	86%	83%	85%	93%
All Grades Both Subjects	2023	64%	58%	**67%**	*	66%	75%	*	-	-	-	56%	*	66%	71%	66%	69%
All Grades ELA/Reading	2023	63%	58%	**59%**	*	57%	83%	*	-	-	-	31%	*	59%	59%	58%	57%
All Grades Mathematics	2023	66%	59%	**75%**	*	76%	67%	*	-	-	-	80%	*	74%	83%	75%	81%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	29%	**19%**	-	19%	-	-	-	-	-	0%	-	18%	*	15%	18%
Grade 4 Mathematics	2023	27%	26%	**35%**	-	35%	-	-	-	-	-	11%	-	35%	*	32%	43%
Grade 5 ELA/Reading	2023	37%	33%	**37%**	-	41%	*	-	-	-	-	25%	-	40%	*	38%	56%
Grade 5 Mathematics	2023	48%	36%	**61%**	-	65%	*	-	-	-	-	43%	-	57%	*	63%	63%
All Grades Both Subjects	2023	38%	33%	**37%**	-	38%	*	-	-	-	-	19%	-	36%	40%	35%	43%
All Grades ELA/Reading	2023	35%	33%	**28%**	-	29%	*	-	-	-	-	15%	-	28%	25%	25%	35%
All Grades Mathematics	2023	40%	33%	**45%**	-	47%	*	-	-	-	-	25%	-	43%	57%	44%	50%

* 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%	67%	**75%**	73%	-	-	68%	83%	-	-	-	-	-	88%	75%	75%	-
	2022	74%	63%	**71%**	69%	71%	-	*	67%	-	-	-	-	-	67%	73%	67%	88%
At Meets Grade Level or Above	2023	49%	37%	**43%**	38%	-	-	27%	58%	-	-	-	-	-	48%	46%	39%	-
	2022	48%	34%	**40%**	39%	42%	-	*	33%	-	-	-	-	-	31%	43%	34%	63%
At Masters Grade Level	2023	20%	12%	**16%**	14%	-	-	8%	25%	-	-	-	-	-	16%	17%	14%	-
	2022	23%	14%	**17%**	20%	23%	-	*	0%	-	-	-	-	-	7%	19%	14%	13%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	**72%**	67%	-	-	62%	83%	-	-	-	-	-	80%	74%	69%	-
	2022	75%	64%	**74%**	73%	75%	-	*	*	-	-	-	-	-	69%	77%	68%	*
At Meets Grade Level or Above	2023	53%	40%	**45%**	35%	-	-	25%	61%	-	-	-	-	-	30%	53%	34%	-
	2022	53%	39%	**44%**	48%	50%	-	*	*	-	-	-	-	-	38%	48%	36%	*
At Masters Grade Level	2023	20%	12%	**19%**	18%	-	-	10%	39%	-	-	-	-	-	10%	20%	17%	-
	2022	25%	16%	**22%**	27%	32%	-	*	*	-	-	-	-	-	12%	25%	17%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	63%	**78%**	76%	-	-	73%	83%	-	-	-	-	-	90%	78%	77%	-
	2022	72%	59%	**73%**	73%	79%	-	*	*	-	-	-	-	-	65%	75%	68%	*
At Meets Grade Level or Above	2023	45%	30%	**43%**	40%	-	-	28%	70%	-	-	-	-	-	50%	44%	41%	-
	2022	42%	27%	**40%**	39%	46%	-	*	*	-	-	-	-	-	27%	43%	34%	*
At Masters Grade Level	2023	19%	10%	**11%**	7%	-	-	5%	13%	-	-	-	-	-	10%	14%	8%	-
	2022	20%	10%	**15%**	21%	25%	-	*	*	-	-	-	-	-	4%	17%	13%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	72%	**74%**	83%	-	-	-	83%	-	-	-	-	-	100%	67%	86%	-
	2022	76%	66%	**56%**	61%	61%	-	-	-	-	-	-	-	-	*	54%	60%	*
At Meets Grade Level or Above	2023	47%	39%	**40%**	43%	-	-	-	43%	-	-	-	-	-	80%	33%	50%	-
	2022	47%	34%	**26%**	29%	29%	-	-	-	-	-	-	-	-	*	24%	27%	*
At Masters Grade Level	2023	18%	14%	**20%**	22%	-	-	-	22%	-	-	-	-	-	40%	17%	25%	-
	2022	21%	12%	**7%**	11%	11%	-	-	-	-	-	-	-	-	*	6%	10%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	58%	**67%**	69%	-	-	56%	88%	-	-	-	-	-	68%	66%	69%	-
All Grades ELA/Reading	2023	63%	58%	**59%**	58%	-	-	39%	85%	-	-	-	-	-	50%	59%	57%	-
All Grades Mathematics	2023	66%	59%	**75%**	81%	-	-	73%	91%	-	-	-	-	-	86%	72%	81%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	33%	**37%**	42%	-	-	35%	53%	-	-	-	-	-	*	31%	43%	

	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%	33%	**28%**	33%	-	-	20%	50%	-	-	-	-	-	*	20%	35%	-
All Grades Mathematics	2023	40%	33%	**45%**	50%	-	-	46%	57%	-	-	-	-	-	*	41%	50%	-

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

- Indicates there are no students in the group.

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

	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%
Included in Accountability	93%	93%	**92%**	71%	93%	86%	*	-	-	*	94%	*	98%	69%	94%	96%
Not Included in Accountability: Mobile	4%	5%	**7%**	29%	6%	14%	*	-	-	*	6%	*	2%	27%	5%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	1%	0%	*	-	-	*	0%	*	0%	4%	0%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	93%	**91%**	*	92%	88%	*	-	-	*	94%	*	98%	67%	94%	96%
Not Included in Accountability: Mobile	4%	4%	**8%**	*	7%	13%	*	-	-	*	6%	*	2%	30%	6%	2%
Not Included in Accountability: Other Exclusions	3%	2%	**1%**	*	1%	0%	*	-	-	*	0%	*	0%	4%	0%	2%
Not Tested	1%	1%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	-	-	*	100%	*	99%	100%	100%	100%
Included in Accountability	94%	93%	**91%**	*	92%	88%	*	-	-	*	94%	*	97%	67%	94%	96%
Not Included in Accountability: Mobile	5%	5%	**8%**	*	7%	13%	*	-	-	*	6%	*	2%	30%	6%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	1%	0%	*	-	-	*	0%	*	0%	4%	0%	2%
Not Tested	1%	1%	**0%**	*	0%	0%	*	-	-	*	0%	*	1%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	*	-	-	*	0%	*	1%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**100%**	*	100%	100%	*	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	93%	**96%**	*	97%	80%	*	-	-	-	94%	-	98%	86%	98%	97%
Not Included in Accountability: Mobile	4%	5%	**3%**	*	2%	20%	*	-	-	-	6%	-	2%	7%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	2%	0%	*	-	-	-	0%	-	0%	7%	0%	3%
Not Tested	1%	2%	**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%	2%	**0%**	*	0%	0%	*	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	-	-	-	0%	-	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**97%**	100%	97%	95%	*	-	-	-	97%	*	99%	84%	99%	97%
Not Included in Accountability: Mobile	5%	4%	**3%**	0%	3%	5%	*	-	-	-	3%	*	1%	16%	1%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**100%**	*	100%	100%	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	93%	**97%**	*	97%	94%	*	-	-	-	97%	*	99%	85%	99%	97%
Not Included in Accountability: Mobile	5%	5%	**3%**	*	3%	6%	*	-	-	-	3%	*	1%	15%	1%	3%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	2%	**0%**	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**100%**	*	100%	100%	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**97%**	*	97%	94%	*	-	-	-	97%	*	99%	85%	99%	97%
Not Included in Accountability: Mobile	5%	5%	**3%**	*	3%	6%	*	-	-	-	3%	*	1%	15%	1%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	97%	**100%**	*	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	92%	**98%**	*	97%	*	-	-	-	-	100%	-	100%	82%	100%	97%
Not Included in Accountability: Mobile	4%	4%	**2%**	*	3%	*	-	-	-	-	0%	-	0%	18%	0%	3%

	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%	0%	**0%**	*	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	2%	3%	**0%**	*	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Absent	1%	3%	**0%**	*	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Other	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%	90.0%	**92.0%**	88.5%	92.2%	91.1%	*	-	-	*	90.9%	91.7%	93.7%
2020-21	95.0%	93.0%	**93.4%**	95.2%	93.3%	94.1%	*	-	-	*	93.1%	92.9%	95.6%
Chronic Absenteeism													
2021-22	25.7%	34.7%	**27.8%**	44.4%	27.6%	28.1%	*	-	-	*	35.1%	30.6%	20.4%
2020-21	15.0%	22.5%	**20.6%**	14.3%	20.4%	21.0%	*	-	-	*	24.3%	23.0%	12.7%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	92.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	91.4%	-	-	-	-	-	-	-	-	-	-	-

	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%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
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%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	1.2%	-	-	-	-	-	-	-	-	-	-	-
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%	69.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	69.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	72.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	70.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	68.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	70.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	68.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	456	368,686
By Ethnicity:				
African American	-	-	24	45,227
Hispanic	-	-	321	191,125
White	-	-	103	103,171
American Indian	-	-	1	1,159
Asian	-	-	1	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	5	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)	-	-	137	51,023
Foundation H.S. Program (Endorsement)	-	-	8	14,179
Foundation H.S. Program (DLA)	-	-	311	302,917
Special Education Graduates	-	-	49	32,447
Economically Disadvantaged Graduates	-	-	261	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	23	40,398
At-Risk Graduates	-	-	255	159,689
CTE Completers	-	-	91	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Student Information	Membership Campus Count	Percent	District	State	Enrollment Campus Count	Percent	District	State
Total Students	475	100.0%	7,197	5,504,150	475	100.0%	7,239	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.9%	0.7%	0	0.0%	1.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	75	15.8%	6.6%	6.7%	75	15.8%	6.6%	6.7%
Grade 1	86	18.1%	7.1%	7.2%	86	18.1%	7.0%	7.2%
Grade 2	76	16.0%	7.0%	7.2%	76	16.0%	7.0%	7.2%
Grade 3	78	16.4%	7.2%	7.2%	78	16.4%	7.2%	7.1%
Grade 4	86	18.1%	7.3%	7.2%	86	18.1%	7.3%	7.1%
Grade 5	74	15.6%	7.1%	7.2%	74	15.6%	7.1%	7.2%
Grade 6	0	0.0%	6.6%	7.3%	0	0.0%	6.5%	7.2%
Grade 7	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.8%	7.7%	0	0.0%	7.7%	7.7%
Grade 9	0	0.0%	10.2%	8.7%	0	0.0%	10.1%	8.7%
Grade 10	0	0.0%	8.1%	7.9%	0	0.0%	8.1%	7.9%
Grade 11	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 12	0	0.0%	6.0%	6.6%	0	0.0%	6.0%	6.6%
Ethnic Distribution:								
African American	12	2.5%	3.6%	12.8%	12	2.5%	3.6%	12.8%
Hispanic	422	88.8%	70.6%	53.0%	422	88.8%	70.5%	52.9%
White	39	8.2%	23.5%	25.6%	39	8.2%	23.7%	25.7%
American Indian	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Asian	0	0.0%	0.3%	5.1%	0	0.0%	0.3%	5.1%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	0	0.0%	1.7%	3.0%	0	0.0%	1.7%	3.0%
Sex:								
Female	234	49.3%	48.0%	48.8%	234	49.3%	48.0%	48.8%
Male	241	50.7%	52.0%	51.2%	241	50.7%	52.0%	51.2%
Economically Disadvantaged	396	83.4%	77.4%	62.1%	396	83.4%	77.2%	62.0%
Non-Educationally Disadvantaged	79	16.6%	22.6%	37.9%	79	16.6%	22.8%	38.0%
Section 504 Students	20	4.2%	7.5%	7.4%	20	4.2%	7.5%	7.4%
EB Students/EL	172	36.2%	12.9%	23.1%	172	36.2%	12.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	1	0.2%	3.4%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	15	3.2%	4.3%	5.5%	15	3.2%	4.3%	5.5%
Foster Care	2	0.4%	0.3%	0.2%	2	0.4%	0.3%	0.2%
Homeless	11	2.3%	1.3%	1.3%	11	2.3%	1.3%	1.3%
Immigrant	17	3.6%	1.3%	2.2%	17	3.6%	1.3%	2.2%
Migrant	4	0.8%	0.2%	0.3%	4	0.8%	0.2%	0.3%
Title I	475	100.0%	58.4%	64.6%	475	100.0%	58.6%	64.6%
Military Connected	1	0.2%	1.3%	3.6%	1	0.2%	1.3%	3.6%
At-Risk	312	65.7%	60.8%	53.3%	312	65.7%	60.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	207	43.6%	14.0%	23.2%	207	43.6%	13.9%	23.2%
Career and Technical Education	0	0.0%	19.9%	26.5%	0	0.0%	19.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	59.4%	72.3%	0	-	59.3%	72.2%
Gifted and Talented Education	32	6.7%	7.8%	8.2%	32	6.7%	7.7%	8.2%
Special Education	82	17.3%	16.0%	12.6%	82	17.3%	16.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	82							
By Type of Primary Disability Students with Intellectual Disabilities	18	22.0%	40.8%	44.1%				
Students with Physical Disabilities	38	46.3%	19.2%	20.0%				
Students with Autism	15	18.3%	18.3%	15.5%				
Students with Behavioral Disabilities	**	**	19.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	54	12.3%	23.0%	16.8%				
By Ethnicity: African American	3	0.7%	1.3%	3.3%				
Hispanic	45	10.3%	16.3%	8.7%				
White	5	1.1%	4.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	7	9.5%	23.0%	18.6%				
Count and Percent of EB Students/EL who are Mobile	21	12.4%	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	40	11.6%	23.7%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	74	18.2%	19.1%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.3%	0.7%	1.5%	0.0%	1.6%	4.5%
Grade 1	0.0%	0.5%	2.5%	0.0%	2.3%	3.6%
Grade 2	1.6%	0.5%	1.6%	0.0%	1.1%	2.0%
Grade 3	0.0%	0.7%	0.8%	0.0%	0.0%	0.9%
Grade 4	1.8%	0.2%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	-	24.8%	8.7%	-	41.5%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.5	19.4	18.7
Grade 1	17.7	17.6	19.1
Grade 2	17.3	18.6	19.1
Grade 3	17.3	18.9	19.3
Grade 4	15.4	18.2	19.4
Grade 5	15.2	18.1	20.8
Grade 6	-	16.6	19.2
Secondary:			
English/Language Arts	-	12.6	16.2
Foreign Languages	-	21.4	18.8
Mathematics	-	15.1	17.5
Science	-	17.5	18.5
Social Studies	-	17.7	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	48.5	100.0%	100.0%	100.0%
Professional Staff:	38.9	80.3%	62.0%	64.1%
Teachers	32.0	65.9%	43.8%	48.7%
Professional Support	5.0	10.3%	13.7%	10.9%
Campus Administration (School Leadership)	2.0	4.1%	3.3%	3.3%
Educational Aides:	9.6	19.7%	10.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	8.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	23.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	29.6	60.9%	51.2%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	3.3%	11.8%
Hispanic	20.0	62.5%	34.7%	29.6%
White	12.0	37.5%	60.7%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	2.0	6.3%	22.4%	24.4%
Females	30.0	93.7%	77.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	26.0	81.2%	73.8%	72.2%
Masters	6.0	18.8%	26.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	9.4%	10.0%	9.7%
1-5 Years Experience	8.0	25.0%	36.9%	26.3%
6-10 Years Experience	7.0	21.9%	18.2%	20.5%
11-20 Years Experience	8.0	24.9%	22.7%	27.2%
21-30 Years Experience	6.0	18.8%	10.3%	13.3%
Over 30 Years Experience	0.0	0.0%	1.9%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent		
Number of Students per Teacher	14.9	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	3.8	6.1
Average Years Experience of Principals with District	2.0	3.5	5.3
Average Years Experience of Assistant Principals	3.0	3.6	5.2
Average Years Experience of Assistant Principals with District	3.0	2.7	4.4
Average Years Experience of Teachers:	10.1	8.9	11.0
Average Years Experience of Teachers with District:	6.5	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,000	$55,464	$53,300
1-5 Years Experience	$56,434	$56,117	$56,516
6-10 Years Experience	$56,926	$57,457	$59,732
11-20 Years Experience	$60,787	$61,136	$63,389
21-30 Years Experience	$65,199	$64,963	$67,876
Over 30 Years Experience	-	$72,352	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$59,044	$58,649	$60,717
Professional Support	$64,678	$69,764	$72,022
Campus Administration (School Leadership)	$80,736	$87,217	$85,167
Instructional Staff Percent:	n/a	60.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	12.2	38.0%	6.3%	5.9%
Career and Technical Education	0.0	0.0%	3.8%	5.4%
Compensatory Education	1.0	3.1%	2.6%	3.2%
Gifted and Talented Education	0.0	0.0%	2.4%	1.7%
Regular Education	17.8	55.6%	75.4%	70.6%
Special Education	1.0	3.2%	7.5%	9.7%
Other	0.0	0.0%	2.0%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
  (To open link in a new window, press the "Ctrl" key and click on the link.)

2022 – 2023

Administrators

Tiffany Wehe………………………....…………………...…………………….... Principal
Tanya Webb………………………....…………………….…………Assistant Principal

Seguin Independent School District

Weinert Elementary School

2022-2023 Formative Review

Mission Statement

To empower, foster, and inspire students to reach their full potential

Vision

Passionate family of thinkers, doers, and leaders

Value Statement

We believe Weinert Elementary is at its best when:

1. All students are successful.

2. All students are prepared for life after graduation.

3. Our school provides a caring and safe environment.

4. All staff feel valued.

5. The entire community takes pride in our accomplishments.

Table of Contents

Goals

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 45% by August 2024.

Performance Objective 1: By 2023, Reading performance on STAAR meets in grades 3-5 will improve from 40% to 45%.

HB3 Goal

Evaluation Data Sources: STAAR Reading Data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: STAAR data has not been released yet.

Strategy 1 Details	Reviews			
Strategy 1: Weinert will provide intervention during the school day to support students. Support will focus on increasing foundational literacy skills in grades 3-5.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students reading on or above reading level. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean, Interventionist **Problem Statements:** Student Learning 1 **Funding Sources:** Instructional Supplies and Materials - 211 Title I - 211.11.00.105.3.24.000.6399 - $250	40%	60%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: The Academic Dean will support teachers in the overall achievement of students at Weinert Elementary.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The AD will create systems for supporting teachers through PLC, modeling, and co-teaching. The AD will provide walkthroughs and feedback to support growth in teachers. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1, 2	100%	100%	100%	100%

Strategy 3 Details	**Reviews**			
Strategy 3: Campus leadership team will utilize strategies from Leverage Leadership, Teach Like a Champion, and RELAY to effectively support teaching practices and the implementation of the TEKS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: ILT will identify specific teachers in need of coaching using the strategies in Leverage Leadership, Five Instructional Habits and RELAY coaching. ILT will participate in weekly coaching session with identified teachers to support high leverage needs. Teachers will feel supported and learning will increase. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2	40%	60%	80%	✗

Strategy 4 Details	**Reviews**			
Strategy 4: Provide teachers the appropriate instructional materials to support student need and classroom instructional practices.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Grade levels will identify materials needed and will utilize them in the classrooms to support growth and high levels of learning. Assessment will reflect growth for all students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Instructional Material - 211 Title I - . - $5,000	40%	60%	80%	100%

Strategy 5 Details	**Reviews**			
Strategy 5: Teachers will design and implement effective, engaging and rigorous lesson plans that are aligned to grade level standards. Teachers will be provided extra planning time to enhance lessons that meet the needs of all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lesson plans will be enhanced to include engagement and rigor. Classroom rigor and engagement will be shown through an increase in data. 4th and 5th grade vertical planning will be on December 7th. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Subs K-2 Fall and Spring - 211 Title I - $1,000	5%	65%	100%	100%

Strategy 6 Details	**Reviews**			
Strategy 6: Weinert Elementary teachers and administration will attend professional development as needed to support and grow our team.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Identify PD that has been requested to support student growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Subs - 211 Title I - $1,000, Registration fees - 211 Title I - $2,000	20%	N/A	50%	100%

Strategy 7 Details	**Reviews**			
Strategy 7: Teachers will have time during PLC to focus on data-driven instruction. The Instructional Leadership Team, along with the teachers, will engage in TEKS talk and data meetings to ensure student mastery of all essential standards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Effective intervention groups and increase in student scores. Teachers will adjust weekly lesson plans based on student data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean **Title I:** 2.4, 2.5, 2.6	50%	60%	85%	100%

Strategy 8 Details	**Reviews**			
Strategy 8: After the Reading Benchmark assessment, teachers will be given time to review their data and plan interventions to support student growth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student reading STAAR scores. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principal **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1, 2, 5 **Funding Sources:** Substitutes - 211 Title I - $500	N/A	N/A	100%	✖

Strategy 9 Details		Reviews		
Strategy 9: Purchase Forde-Ferrier RTI/Intervention and Mastery books for third grade.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Workbooks for each student that will provide focused, skill intensive practice for students who need extra help.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Academic Dean Assistant Principal Interventionist Teacher **Title I:** 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** Forde-Ferrier RTI/Intervention and Mastery Reading Books (50) - 211 Title I - $1,000	N/A	N/A	100%	✗

Strategy 10 Details		Reviews		
Strategy 10: Purchase Tx Test Prep STAAR Reading books for grade 3.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Support students and teachers as they prepare for STAAR 2.0.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Academic Dean Teachers **Title I:** 2.4 **Problem Statements:** Student Learning 1 **Funding Sources:** TX Test Prep STAAR Reading - 211 Title I - $85	N/A	N/A	N/A	✗

Strategy 11 Details		Reviews			
Strategy 11: To support additional intervention for third grade, we will provide an additional interventionist from April 3, 2023 to April 21, 2023.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Support students and increase student achievement by providing additional intervention in small groups. **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Dean **Title I:** 2.4 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Interventionist - 211 Title I - $2,500		N/A	N/A	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 45% by August 2024.

Performance Objective 2: By 2023, the percentage of students who perform on grade level on the ISIP Reading K-2 will improve from 53% to 58% (K); 44% to 50% (1st); 63% to 65% (2nd).

HB3 Goal

Evaluation Data Sources: ISIP data for K-2.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Second grade showed growth in Istation from the beginning of the year to the end of the year.

Strategy 1 Details		Reviews			
Strategy 1: Weinert will provide intervention during the school day to support students. Support will focus on increasing foundational literacy skills in K-2.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students reading on or above grade level. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean		50%	60%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Two first grade teachers, new to the district, will observe two veteran teachers at another campus. The teacher will observe for classroom management, student engagement and transitions.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The observations will lead to better classroom management, more instructional time and increased student engagement and achievement. **Staff Responsible for Monitoring:** Principal Assistant. Principal Academic Dean **Title I:** 2.4 **Problem Statements:** Student Learning 1 **Funding Sources:** Substitute - 211 Title I - $200	100%	100%	100%	✖

Strategy 3 Details	Reviews			
Strategy 3: Purchase Flocabulary for grades K-5 to support the growth of academic vocabulary.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Flocabulary can be utilized across the campus, to support the development of academic vocabulary and build comprehension skills. **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Dean Teachers Interventionist **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - 211 Title I - $2,500	100%	100%	100%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Mathematics from 37% to 40% by August 2024.

Performance Objective 1: By 2023, Math performance on STAAR meets in grades 3-5 will improve from 65% to 70%

HB3 Goal

Evaluation Data Sources: STAAR Math data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: STAAR data has not been released yet.

Strategy 1 Details	Reviews			
Strategy 1: Weinert will provide intervention during the school day to support students in grades 3-5.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase math performance.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean, Interventionists **Problem Statements:** Student Learning 1	50%	65%	85%	100%

Strategy 2 Details	Reviews			
Strategy 2: Teachers will design and implement effective lessons that are aligned to grade level standards. Lead teachers from each grade level will be provided district Eureka pullout days to internalize and pace out lessons that meet the needs of all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Internalization of lesson plans.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 3, 4	50%	60%	90%	100%

Strategy 3 Details	Reviews			
Strategy 3: The Academic Dean will support teachers in the overall achievement of students at Weinert Elementary.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The AD will create systems for supporting teachers through PLC, modeling, and co-teaching. The AD will provide walkthroughs and feedback to support growth in teachers.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college	100%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: The Instructional Leadership Team will utilize strategies from Leverage Leadership, Teacher Like a Champion and RELAY to effectively support teaching practices and the implementation of TEKS.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: ILT will identify specific teachers in need of coaching using the strategies in Leverage Leadership, Five Instructional Habits, and RELAY coaching. ILT will participate in weekly coaching sessions with identified teachers to support high leverage needs. Teachers will feel supported and student learning will increase. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3, 4	50%	60%	80%	100%

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Provide teachers the appropriate instructional materials to support student need and classroom instructional practices.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Grade levels will identify materials needed and will utilize them in the classrooms to support student growth and high levels of learning. Assessments will reflect growth for all students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3, 4 **Funding Sources:** Instructional Materials - 211 Title I - $1,000	20%	20%	85%	100%

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Weinert Elementary teachers and administrators will attend professional development as needed to support and grow our team.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Use the walkthrough cycle to identify teachers in need of specific PD or PD that has been requested. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3, 4 **Funding Sources:** Substitutes - 211 Title I - $1,000, Registration Feeds - 211 Title I - $2,000	20%	25%	70%	100%

Strategy 7 Details	Reviews			
Strategy 7: Teachers will have time during PLC to focus on data-driven instruction. The Instructional Leadership Team, along with the teachers, will engage in TEKS talk and data meetings to ensure student mastery of all essential standards.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Effective intervention groups and an increase in student scores. Teachers will adjust weekly lesson plans based on student data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	40%	60%	80%	100%

Strategy 8 Details	Reviews			
Strategy 8: Math teachers in grades 3-5 will plan and develop strategies that can be implement campus-wide to ensure success in math TEKS.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: With aligned strategies, we will see an increase in math scores. **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Dean **Problem Statements:** Student Learning 3, 4 **Funding Sources:** Substitute Teachers - 211 Title I - $500	N/A	10%	100%	100%

Strategy 9 Details	Reviews			
Strategy 9: Purchase Forde-Ferrier RTI/Intervention and Mastery Math books for third grade.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Provide focused, skill intensive practice for students who need extra help. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principal Interventionist Teacher **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** Forde-Ferrier RTI/Intervention and Mastery Math Books - 211 Title I - $1,000	N/A	N/A	100%	100%

Strategy 10 Details				Reviews			
Strategy 10: Purchase TX Texas STAAR Practice Math books.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Support students and teachers as they prepare for STAAR 2.0.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Academic Dean Teachers **Title I:** 2.4 **Problem Statements:** Student Learning 2, 3 **Funding Sources:** TX Test Prep STAAR Math (grades 3-5) - 211 Title I - $100				N/A	N/A	N/A	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Mathematics from 37% to 40% by August 2024.

Performance Objective 2: By the end of the 2023 school year, the percentage of students scoring approaches on the Imagine Math K-2 assessment, will increase from 31% to 50%.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Students in K-2 continue to make progress.
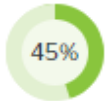
Strategy 1 Details				Reviews			
Strategy 1: Weinert will provide intervention during the school day to support students in grades K-2.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance in Math.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean, Interventionist **Problem Statements:** Student Learning 1				50%	60%	80%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 3: Weinert Elementary will increase overall STAAR scores (meets and masters) from 40% (meets) to 45% (meets) and 20% (masters) to 22% (masters).

Performance Objective 1: By the end of the 2022-2023 school year, Weinert will use AVID strategies to increase the organizational skills of students in grades 3 through 5.

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: STAAR scores have not yet been released.

Strategy 1 Details	Reviews			
Strategy 1: ELA teachers in grades 3-5, campus principal and academic dean attended the RLA STAAR redesign workshop for insight and strategies on the new STAAR.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will implement strategies learned at the RLA STAAR redesign workshop to improve student writing, specifically addressing short constructive responses. **Staff Responsible for Monitoring:** Principal Academic Dean **Title I:** 2.4 **Problem Statements:** Student Learning 1 **Funding Sources:** Substitute teachers for 3 teachers - 211 Title I - $350	100%	100%	100%	✗

Strategy 2 Details	Reviews			
Strategy 2: Weinert teachers and assistant principal will attend AVID training.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Support students increase organizational skills. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean, Teachers **Problem Statements:** Student Learning 1	100%	100%	100%	✗

Strategy 3 Details	Reviews			
Strategy 3: Weinert will increase the percentage of students who score meets grade level or above on 5th Grade Science STAAR from 30% to 45% by August 2023.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Weinert will provide access to learning Science Readiness standards in a small group setting. Students will reach meets level at 45% through small group instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean **Problem Statements:** Student Learning 6	5%	45%	60%	→

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: 2023 Rockin' Review Conference will be attended by the principal, academic dean, teachers from each of the three core contents and a special education teacher.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased STAAR scores with a focused review on high-impact TEKS clusters and STAAR 2.0 instructional priorities. **Staff Responsible for Monitoring:** Principal Academic Dean **Problem Statements:** Student Learning 2, 3, 4, 5, 6 **Funding Sources:** PO for registration and subs for classroom teachers - 211 Title I - $2,000	N/A	50%	100%	✗

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: After the Math and Science benchmark assessments, teachers will be given time to review data and plan for intervention.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase STAAR scores in both Math and Science. **Staff Responsible for Monitoring:** Principal Academic Dean Assistant Principal Teachers **Title I:** 2.4 **Problem Statements:** Student Learning 3, 4, 6 **Funding Sources:** Substitutes - 211 Title I - $500	N/A	50%	100%	✗

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Campus administration will attend TEPSA summer conference.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To grow leadership and impact student growth/development. **Staff Responsible for Monitoring:** Principal Assistant Principal **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6 **Funding Sources:** Accommodations - 211 Title I - $1,200, Registration Fees / Accommodations - 211 Title I - $800	N/A	N/A	50%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✗ Discontinue

Goal 4: Weinert Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: By 2025, the Panorama Student Survey SEL Score (Emotion Regulation, Grit, Social Awareness) in grades 3 through 5 will improve to 85% or above the national norm.

Evaluation Data Sources: Panorama Student Survey for grades 3 - 5.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Students continue to progress with support.

Strategy 1 Details				Reviews			
Strategy 1: Weinert will ensure students receive daily positive action lessons to teach grit, social skills and appropriate interactions with peers.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive student interactions and culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers				Nov	Jan	Mar	June
				50%	70%	85%	100%
Strategy 2 Details				**Reviews**			
Strategy 2: Weinert will incorporate four fifteen minute, unstructured breaks throughout the day in grades K-3 and two recesses in grades 4 and 5. These are built into the master schedule to ensure social interaction with other students.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive feelings towards peers and school. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers				Nov	Jan	Mar	June
				100%	100%	100%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 4: Weinert Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 2: By 2025, SEL web assessment score in grades K-5 will improve to 85% at or above average.

Evaluation Data Sources: SEL Web survey K-5.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Students SEL web assessment scores in grades K-5 improved; however, we will continue to improve.

Strategy 1 Details	Reviews			
Strategy 1: Emotional regulation/recognition, social perspective - talking, social problem solving, and self-control will be integrated through positive action and guidance lessons.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Awareness of others feelings, intentions, problem/solution strategies and self-control during social interaction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers	50%	55%	85%	100%

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

Goal 4: Weinert Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 3: By the end of the 2022-23 school year, Weinert will implement student experiences that honor the whole child.

Evaluation Data Sources: Master Schedule/Family and Community Events calendar

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Weinert Elementary scheduled multiple experiences that honor the whole child.

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development in the implementation of PBIS and SEL for teachers regarding classroom management and students with difficult behaviors.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Maximize instructional time because of the increase in positive behavior interventions and developing the whole child through social emotional learning activities. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Restorative Practices Lead **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals	40%	65%	85%	→

Strategy 2 Details	Reviews			
Strategy 2: Weinert Elementary will provide LiiNK, created by TCU to all kinder through third grade students for 22-23 school year. Students will participate in a social skills lesson created by Positive Action in grades K-5.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Develop the whole child socially, emotionally, and increase learning through unstructured breaks. Increase student wellness. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, PE teacher **Title I:** 2.4, 2.5, 2.6	100%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Weinert students will be provided intervention and enrichment during Intersession and ACE.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Developing the whole child and increasing student learning.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean, ACE coordinator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	50%	70%	85%	100%

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

Goal 4: Weinert Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 4: By the end of the 2022-23 school year, Weinert will offer four or more non-academic community engagement opportunities for all stakeholders.

Evaluation Data Sources: Family and Community Events Calendar

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Weinert Elementary held 3 non-academic community engagement opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Weinert Elementary will host a family food truck night on September 29th, welcoming Weinert families and community members. **Strategy's Expected Result/Impact:** To increase family and community involvement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	100%

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

Goal 4: Weinert Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 5: By the end of the 2022-23 school year, Weinert will increase attendance from 93% to 95%.

Evaluation Data Sources: Average daily attendance rates
End of year ADA report

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Attendance increased from 93% to 94%.

Strategy 1 Details	Reviews			
Strategy 1: Weinert Elementary will offer monthly incentives to increase student attendance. **Strategy's Expected Result/Impact:** Increase student attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Attendance Clerk, Teachers	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	10%	50%	80%	→
Strategy 2 Details	Reviews			
Strategy 2: Weinert Elementary will post daily attendance totals on social media. **Strategy's Expected Result/Impact:** Showcase student attendance daily. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	40%	65%	80%	→

Strategy 3 Details	Reviews			
Strategy 3: Weinert Elementary will hold weekly attendance meetings with PEIMS clerk. Additionally, attendance clerk, campus administrators and teachers will communicate with families about the importance of attending school each and every day. Missing Matadors Matter.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase attendance and increased instructional time for absent students **Staff Responsible for Monitoring:** Principal, Assistant Principal, Attendance Clerk, Teachers	40%	65%	90%	100%

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

Goal 4: Weinert Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 6: By the end of the 2022-2023 school year, the campus leadership team will evaluate and track safety, appearance, and cleanliness in all campus areas.

Evaluation Data Sources: Google Forms Survey
Door Sweep Google Form

Summative Evaluation: Met Objective

Next Year's Recommendation: Weinert Elementary passed TEA's Safety Audit.

Strategy 1 Details	Reviews			
Strategy 1: All Weinert staff members will be aware of all persons on campus that are not wearing the appropriate badge and direct them to the office or call campus administration.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Create a safe learning environment for all students and staff. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor	60%	75%	90%	100%
Strategy 2 Details	Reviews			
Strategy 2: Weinert administration will do daily door checks on all exterior and interior doors.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Create a safe learning environment for students and staff. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Academic Dean	60%	80%	90%	100%

Strategy 3 Details	Reviews			
Strategy 3: Weinert teachers will create safe, engaging and efficient learning environments for all students to be successful.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student engagement as documented through walkthrough data.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean	60%	80%	90%	100%

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

Goal 4: Weinert Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 7: Create flexible and adaptable learning spaces that ensure safety and security in an innovative environment that supports teaching and learning.

Evaluation Data Sources: Whetstone Walkthrough Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Walkthroughs were conducted throughout the school year and feedback was provided in a timely manner.

Goal 5: Weinert Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: By Spring of 2023, Weinert staff surveys will show an above average organizational health index score.

Evaluation Data Sources: OHI Survey in February.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Weinert Elementary received an above average organizational health index score.

Strategy 1 Details	Reviews			
Strategy 1: Weinert administration will support a positive climate through incentives, prizes, and gratitude.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A positive and healthy work environment for all teachers and staff.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean	40%	80%	85%	100%

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

Goal 5: Weinert Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 2: By Spring of 2023, each campus's academic emphasis index will show that their teachers very frequently believe that their students have the ability to achieve academically.

Evaluation Data Sources: OHI Survey in February

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Teachers continue to score below average in this area of the OHI survey. As a campus we will continue to focus on intentional instruction to support all students.

Goal 5: Weinert Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 3: By Spring 2023, teacher turnover at Weinert Elementary will decrease by 10%.

Evaluation Data Sources: Transfer Request/Resignation Data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Weinert administration provided timely feedback and provided support to new teachers throughout the school year.

Strategy 1 Details		Reviews			
Strategy 1: Weinert Elementary provided targeted staff development for teachers.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher knowledge through new strategies and continued support.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean		40%	60%	80%	100%
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: Weinert Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: By Spring 2023, Weinert will increase the number of parents who are involved in parent groups on campus.

Evaluation Data Sources: Sign-in sheets and parent commitments

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Weinert Elementary provided several family academic nights; however, we continue to strive to increase family engagement.

Strategy 1 Details	Reviews			
Strategy 1: Implement Parenting Partners at Weinert Elementary.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent engagement and teach families how to support their students. **Staff Responsible for Monitoring:** Principal Counselor ACE coordinator **Title I:** 4.2 **Funding Sources:** Refreshments and paper goods - 211 Title I Parental Involvement - $300	**Nov**	**Jan**	**Mar**	**June**
	50%	70%	90%	100%

Strategy 2 Details	Reviews			
Strategy 2: Weinert Elementary will host a Veterans Day event on November 11, 2022.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent and family engagement. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Music Teacher **Title I:** 4.2 **Funding Sources:** Snacks, drinks and paper goods - 211 Title I Parental Involvement - $350	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	✗

Strategy 3 Details	Reviews			
Strategy 3: Weinert Elementary will participate in the One School, One Book program. Students in grades K-2 and 3-5 will be provided with various books to be read during the school day and at home with families. Students will participate in activities to support their comprehension and build a love of literacy through collaboration and conversations at school and with their family. **Strategy's Expected Result/Impact:** Create a culture of literacy and parent engagement with a school and family connection. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean, Librarian **Title I:** 2.5 **Funding Sources:** Read to Them Program - 211 Title I Parental Involvement - $3,875.30	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	5%	60%	90%	100%

Strategy 4 Details	Reviews			
Strategy 4: Ensure Weinert promotes a welcoming environment to internal and external customers. **Strategy's Expected Result/Impact:** A positive culture for all stakeholders. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Secretary	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	70%	85%	90%	100%

Strategy 5 Details	Reviews			
Strategy 5: Weinert will create experiences for families to participate in their students' education through newsletters, Seesaw, Facebook, Twitter, School Messenger and Academic Nights. **Strategy's Expected Result/Impact:** Cultivate strong partnerships with parents and showcase student, staff and campus achievements. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%	70%	85%	100%

Strategy 6 Details	Reviews			
Strategy 6: Weinert Elementary will translate essential documents, including, but not limited to, the Campus Improvement Plan, notes home regarding school events and parent/teacher communication. **Strategy's Expected Result/Impact:** Provide information to parents in their native language. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Dean	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	10%	40%	65%	→

Strategy 7 Details	Reviews			
Strategy 7: Academic Nights will provide parents with opportunities to engage in High Quality Instructional Materials.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent/guardian ability to support students at home.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6 **Funding Sources:** Light Snacks - 211 Title I Parental Involvement - $150	10%	50%	100%	→

Strategy 8 Details	Reviews			
Strategy 8: Weinert Elementary will support Parenting Partners graduates with the book "Love You Forever."	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase family engagement and support families in working with the school.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor ACE Coordinator Librarian **Problem Statements:** School Processes & Programs 2 **Funding Sources:** 13 "Love You Forever" Books - 211 Title I Parental Involvement - $80	N/A	100%	100%	✕

Strategy 9 Details	Reviews			
Strategy 9: Members of our Parenting Partners committee will attend the Parenting Partners Summer Conference.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase family engagement by allowing for members of the committee to plan and strategize with other successful schools.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 1 **Funding Sources:** Registration / Hotel / Airfare / Per Diem - 211 Title I Parental Involvement - $3,000	N/A	N/A	50%	→

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

Goal 7: 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

Performance Objective 1: By 2023, Weinert Elementary's overall accountability rating score will improve from 72 to 77.

Evaluation Data Sources: TEA Accountability Ratings

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Weinert Elementary retained it's C campus rating; and will continue to support intentional instruction for all students to be successful.

Strategy 1 Details	Reviews			
Strategy 1: Weinert will employee an academic dean to support teachers in the overall achievement of students at Weinert Elementary.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Clear and aligned systems for teacher support through Professional Learning Communities, Modeling and Co-Teaching.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean **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 2 Details	Reviews			
Strategy 2: Weinert Elementary utilize the ACE program after school to support student academic needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student performance.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, ACE Coordinator **Funding Sources:** After school tutors - 211 Title I - 211.11.00.105.3.24.000.6118 - $20,000	50%	70%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: The campus administration will take part in RELAY training to coach adults and build capacity in teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Growth in Tier 1 instruction.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean	55%	75%	90%	100%

Strategy 4 Details	Reviews			
Strategy 4: Purchase technology for teachers in grades 3-5 to model (whole group, small group) instruction. This technology will allow for teachers to be in the power zone giving immediate and targeted feedback.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Principal Academic Dean Teachers **Title I:** 2.6 **Problem Statements:** Student Learning 2, 3, 4, 5, 6 **Funding Sources:** iPads/iPad cases/iPad Crayons - 211 Title I - $4,736.80	N/A	30%	100%	100%

Strategy 5 Details	Reviews			
Strategy 5: Purchase technology for teachers in grades K-2 to model (whole group, small group) instruction. This technology will allow for teachers to be in the power zone giving immediate and targeted feedback.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Principal Academic Dean Teachers **Title I:** 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** 13 iPads, Cases, and Logitech Crayons - 211 Title I - $5,135.70	N/A	N/A	50%	→

Strategy 6 Details	Reviews			
Strategy 6: To support student writing and increase student achievement, teachers in grades 2-5 will attend an Empowering Writers conference.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will learn how to apply informational skills to tasks that require them to identify and cite evidence from text. **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Dean Teachers **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 4, 5 **Funding Sources:** Registration Fees / Substitutes - 211 Title I - $2,000	N/A	N/A	100%	100%

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: To support student writing and increase student achievement, teachers in grades K-1 and the AD will attend a virtual Empowering Writers conference.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Age appropriate, instructional tools to effectively teach our youngest students the foundational skills they need to become strong writers. **Staff Responsible for Monitoring:** Principal Assistant Principal AD Teachers **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1, 5 **Funding Sources:** Registration fees and substitutes - 211 Title I - $2,000	N/A	N/A	100%	100%

Strategy 8 Details	Reviews			
	Formative			**Summative**
Strategy 8: Purchase TX Test Prep STAAR practice books for grades 3-5 in math, reading and science.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Support students and teachers as they prepare for STAAR 2.0. **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Dean Teachers **Title I:** 2.4 **Problem Statements:** Student Learning 2, 3, 4, 5, 6	N/A	N/A	50%	100%

Strategy 9 Details	Reviews			
	Formative			**Summative**
Strategy 9: Teachers will provide tutoring for grades 3-5 from April 17th - May 4th.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement. **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Dean Teachers **Title I:** 2.4 **Problem Statements:** Student Learning 2, 3, 4, 5, 6 **Funding Sources:** Extra Duty Pay - 211 Title I - $2,000	N/A	N/A	N/A	100%

Strategy 10 Details		Reviews			
Strategy 10: Purchase 3 copies of "The Instructional Coaching Handbook."		Formative			Summative
Strategy's Expected Result/Impact: Provide campus administrators with research-based strategies to support students and teachers and to ensure success.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal AD Assistant Principal **Funding Sources:** Three copies of book - 211 Title I - $110		N/A	N/A	N/A	→

Strategy 11 Details		Reviews			
Strategy 11: Teachers will attend Make and Take for TEA Texas Reading Academies workshop in June.		Formative			Summative
Strategy's Expected Result/Impact: Build capacity in literacy for K-3 teachers.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Academic Dean Teachers **Title I:** 2.4 **Problem Statements:** Student Learning 1 **Funding Sources:** Registration Fee - 211 Title I - $135		N/A	N/A	N/A	→

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: SEGUIN ISD

Campus Name: WEINERT EL

Campus Number: 094901105

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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%	67%	**70%**	*	69%	75%	-	*	-	*	40%	-	74%	58%	61%	*
	2022	76%	68%	**75%**	*	62%	90%	-	-	-	*	53%	*	70%	90%	72%	
At Meets Grade Level or Above	2023	50%	40%	**41%**	*	41%	45%	-	*	-	*	27%	-	44%	32%	29%	*
	2022	51%	40%	**45%**	*	26%	67%	-	-	-	*	33%	*	38%	67%	37%	-
At Masters Grade Level	2023	20%	11%	**12%**	*	8%	20%	-	*	-	*	0%	-	14%	5%	2%	*
	2022	30%	25%	**27%**	*	12%	47%	-	-	-	*	0%	*	21%	43%	19%	-
Grade 3 Mathematics																
At Approaches Grade Level or Above	2023	73%	70%	**67%**	*	69%	65%	-	*	-	*	53%	-	72%	53%	63%	*
	2022	71%	64%	**69%**	*	55%	83%	-	-	-	*	47%	*	61%	90%	61%	-
At Meets Grade Level or Above	2023	45%	37%	**38%**	*	37%	40%	-	*	-	*	27%	-	42%	26%	30%	*
	2022	43%	36%	**48%**	*	29%	73%	-	-	-	*	13%	*	41%	67%	43%	-
At Masters Grade Level	2023	19%	11%	**11%**	*	10%	15%	-	*	-	*	7%	-	11%	11%	4%	*
	2022	21%	16%	**23%**	*	14%	33%	-	-	-	*	0%	*	21%	29%	17%	-
Grade 4 Reading																
At Approaches Grade Level or Above	2023	77%	69%	**74%**	*	63%	86%	-	-	-	80%	45%	*	71%	81%	69%	-
	2022	77%	71%	**70%**	*	65%	91%	-	*	-	*	38%	-	72%	63%	62%	*
At Meets Grade Level or Above	2023	48%	36%	**37%**	*	24%	50%	-	-	-	40%	10%	*	38%	33%	28%	-
	2022	54%	47%	**44%**	*	35%	74%	-	*	-	*	25%	-	42%	56%	30%	*
At Masters Grade Level	2023	22%	13%	**11%**	*	7%	11%	-	-	-	20%	0%	*	13%	5%	5%	-
	2022	28%	23%	**33%**	*	21%	65%	-	*	-	*	25%	-	29%	50%	22%	*
Grade 4 Mathematics																
At Approaches Grade Level or Above	2023	71%	64%	**71%**	*	56%	86%	-	-	-	100%	35%	*	65%	86%	67%	-
	2022	70%	67%	**65%**	*	60%	87%	-	*	-	*	38%	-	68%	56%	57%	*
At Meets Grade Level or Above	2023	48%	39%	**47%**	*	29%	71%	-	-	-	40%	20%	*	47%	48%	38%	-
	2022	43%	39%	**43%**	*	33%	70%	-	*	-	*	25%	-	45%	38%	33%	*
At Masters Grade Level	2023	22%	16%	**18%**	*	7%	32%	-	-	-	20%	0%	*	18%	19%	9%	-
	2022	23%	15%	**21%**	*	13%	39%	-	*	-	*	13%	-	22%	19%	16%	*
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%	76%	**73%**	40%	74%	79%	-	*	-	*	38%	-	74%	70%	70%	*
	2022	81%	75%	**68%**	*	62%	84%	-	-	-	*	50%	*	65%	79%	66%	*
At Meets Grade Level or Above	2023	57%	50%	**48%**	0%	43%	67%	-	*	-	*	13%	-	45%	60%	44%	*
	2022	58%	46%	**40%**	*	31%	58%	-	-	-	*	30%	*	33%	64%	36%	*
At Masters Grade Level	2023	28%	22%	**21%**	0%	11%	46%	-	*	-	*	0%	-	20%	25%	14%	*
	2022	36%	26%	**24%**	*	15%	42%	-	-	-	*	10%	*	19%	43%	15%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	71%	**63%**	0%	63%	75%	-	*	-	*	31%	-	63%	63%	59%	*
	2022	77%	70%	**52%**	*	44%	68%	-	-	-	*	30%	*	48%	64%	45%	*
At Meets Grade Level or Above	2023	51%	39%	**37%**	0%	27%	63%	-	*	-	*	19%	-	35%	42%	27%	*
	2022	48%	41%	**27%**	*	21%	42%	-	-	-	*	20%	*	25%	36%	19%	*
At Masters Grade Level	2023	21%	14%	**11%**	0%	6%	21%	-	*	-	*	6%	-	9%	16%	6%	*
	2022	25%	16%	**11%**	*	5%	21%	-	-	-	*	10%	*	13%	7%	6%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	63%	**59%**	0%	58%	67%	-	*	-	*	19%	-	57%	65%	52%	*
	2022	66%	64%	**65%**	*	56%	84%	-	-	-	*	50%	*	60%	79%	60%	*
At Meets Grade Level or Above	2023	36%	33%	**34%**	0%	25%	58%	-	*	-	*	13%	-	34%	35%	25%	*
	2022	38%	33%	**37%**	*	23%	63%	-	-	-	*	30%	*	33%	50%	28%	*
At Masters Grade Level	2023	16%	16%	**16%**	0%	6%	42%	-	*	-	*	6%	-	17%	15%	11%	*
	2022	18%	13%	**18%**	*	8%	37%	-	-	-	*	20%	*	15%	29%	13%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	67%	**68%**	32%	65%	77%	-	75%	-	93%	37%	83%	68%	68%	63%	82%
	2022	74%	63%	**67%**	48%	58%	85%	-	*	-	73%	45%	80%	64%	76%	61%	86%
At Meets Grade Level or Above	2023	49%	37%	**40%**	24%	33%	57%	-	50%	-	47%	18%	67%	41%	40%	32%	59%
	2022	48%	34%	**41%**	38%	29%	65%	-	*	-	45%	25%	40%	37%	55%	33%	71%
At Masters Grade Level	2023	20%	12%	**14%**	12%	8%	27%	-	38%	-	13%	3%	0%	15%	14%	7%	24%
	2022	23%	14%	**23%**	24%	13%	41%	-	*	-	18%	9%	27%	20%	32%	16%	50%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	**72%**	50%	69%	81%	-	*	-	86%	41%	*	73%	70%	67%	86%
	2022	75%	64%	**71%**	44%	63%	89%	-	*	-	80%	48%	83%	69%	78%	66%	83%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	40%	**42%**	30%	37%	54%	-	*	-	43%	16%	*	42%	42%	34%	57%
	2022	53%	39%	**44%**	33%	31%	67%	-	*	-	60%	30%	33%	38%	63%	34%	50%
At Masters Grade Level	2023	20%	12%	**15%**	20%	9%	25%	-	*	-	14%	0%	*	16%	12%	7%	14%
	2022	25%	16%	**29%**	22%	17%	51%	-	*	-	20%	9%	33%	24%	45%	19%	33%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	63%	**67%**	30%	63%	76%	-	*	-	100%	39%	*	67%	68%	63%	86%
	2022	72%	59%	**63%**	44%	53%	81%	-	*	-	80%	39%	83%	60%	73%	55%	83%
At Meets Grade Level or Above	2023	45%	30%	**41%**	30%	31%	60%	-	*	-	43%	22%	*	41%	39%	32%	57%
	2022	42%	27%	**40%**	33%	28%	64%	-	*	-	40%	18%	33%	38%	49%	32%	83%
At Masters Grade Level	2023	19%	10%	**13%**	10%	8%	24%	-	*	-	14%	4%	*	12%	15%	6%	14%
	2022	20%	10%	**19%**	22%	11%	32%	-	*	-	20%	6%	17%	19%	20%	13%	50%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	72%	**59%**	0%	58%	67%	-	*	-	*	19%	-	57%	65%	52%	*
	2022	76%	66%	**65%**	*	56%	84%	-	-	-	*	50%	*	60%	79%	60%	*
At Meets Grade Level or Above	2023	47%	39%	**34%**	0%	25%	58%	-	*	-	*	13%	-	34%	35%	25%	*
	2022	47%	34%	**37%**	*	23%	63%	-	-	-	*	30%	*	33%	50%	28%	*
At Masters Grade Level	2023	18%	14%	**16%**	0%	6%	42%	-	*	-	*	6%	-	17%	15%	11%	*
	2022	21%	12%	**18%**	*	8%	37%	-	-	-	*	20%	*	15%	29%	13%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	29%	**32%**	*	33%	30%	-	*	-	*	27%	-	35%	21%	23%	*
	2022	36%	28%	**34%**	*	17%	57%	-	-	-	*	7%	*	27%	52%	28%	-
Reading and Mathematics Including EOC	2023	37%	29%	**32%**	*	33%	30%	-	*	-	*	27%	-	35%	21%	23%	*
	2022	36%	28%	**34%**	*	17%	57%	-	-	-	*	7%	*	27%	52%	28%	-
Reading Including EOC	2023	50%	40%	**41%**	*	41%	45%	-	*	-	*	27%	-	44%	32%	29%	*
	2022	51%	40%	**45%**	*	26%	67%	-	-	-	*	33%	*	38%	67%	37%	-
Math Including EOC	2023	45%	37%	**38%**	*	37%	40%	-	*	-	*	27%	-	42%	26%	30%	*
	2022	43%	36%	**48%**	*	29%	73%	-	-	-	*	13%	*	41%	67%	43%	-
4th Graders																	
Reading and Mathematics	2023	38%	28%	**32%**	*	20%	43%	-	-	-	40%	5%	*	33%	29%	22%	-
	2022	36%	31%	**32%**	*	21%	61%	-	*	-	*	13%	-	31%	38%	21%	*

Texas Education Agency
2022-23 STAAR Performance (TAPR)
WEINERT EL (094901105) - SEGUIN ISD - GUADALUPE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	28%	**32%**	*	20%	43%	-	-	-	40%	5%	*	33%	29%	22%	-
	2022	36%	31%	**32%**	*	21%	61%	-	*	-	*	13%	-	31%	38%	21%	*
Reading Including EOC	2023	48%	35%	**37%**	*	24%	50%	-	-	-	40%	10%	*	38%	33%	28%	-
	2022	54%	47%	**44%**	*	35%	74%	-	*	-	*	25%	-	42%	56%	30%	*
Math Including EOC	2023	48%	39%	**47%**	*	29%	71%	-	-	-	40%	20%	*	47%	48%	38%	-
	2022	43%	39%	**43%**	*	33%	70%	-	*	-	*	25%	-	45%	38%	33%	*
5th Graders																	
Reading and Mathematics	2023	43%	34%	**32%**	0%	21%	58%	-	*	-	*	13%	-	32%	32%	22%	*
	2022	41%	32%	**23%**	*	15%	37%	-	-	-	*	20%	*	19%	36%	13%	*
Reading and Mathematics Including EOC	2023	43%	34%	**32%**	0%	21%	58%	-	*	-	*	13%	-	32%	32%	22%	*
	2022	41%	32%	**23%**	*	15%	37%	-	-	-	*	20%	*	19%	36%	13%	*
Reading Including EOC	2023	57%	50%	**48%**	0%	43%	67%	-	*	-	*	13%	-	45%	60%	44%	*
	2022	58%	46%	**40%**	*	31%	58%	-	-	-	*	30%	*	33%	64%	36%	*
Math Including EOC	2023	51%	39%	**37%**	0%	27%	63%	-	*	-	*	19%	-	35%	42%	27%	*
	2022	48%	41%	**27%**	*	21%	42%	-	-	-	*	20%	*	25%	36%	19%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	25%	**32%**	30%	25%	44%	-	*	-	43%	14%	*	33%	27%	23%	57%
	2022	34%	22%	**30%**	22%	18%	53%	-	*	-	20%	12%	33%	26%	43%	21%	50%
Reading and Mathematics Including EOC	2023	39%	27%	**32%**	30%	25%	44%	-	*	-	43%	14%	*	33%	27%	23%	57%
	2022	36%	24%	**30%**	22%	18%	53%	-	*	-	20%	12%	33%	26%	43%	21%	50%
Reading Including EOC	2023	53%	42%	**42%**	30%	37%	54%	-	*	-	43%	16%	*	42%	42%	34%	57%
	2022	53%	40%	**44%**	33%	31%	67%	-	*	-	60%	30%	33%	38%	63%	34%	50%
Math Including EOC	2023	47%	32%	**41%**	30%	31%	60%	-	*	-	43%	22%	*	41%	39%	32%	57%
	2022	43%	29%	**40%**	33%	28%	64%	-	*	-	40%	18%	33%	38%	49%	32%	83%

* 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%	47%	**53%**	*	50%	56%	-	-	-	40%	37%	*	55%	47%	49%	-
Grade 4 Mathematics	2023	63%	60%	**67%**	*	53%	85%	-	-	-	80%	45%	*	66%	71%	61%	-
Grade 5 ELA/Reading	2023	65%	64%	**63%**	40%	58%	75%	-	*	-	*	41%	-	61%	69%	61%	*
Grade 5 Mathematics	2023	71%	63%	**52%**	20%	50%	60%	-	*	-	*	41%	-	50%	62%	49%	*
All Grades Both Subjects	2023	64%	58%	**59%**	50%	53%	69%	-	*	-	67%	41%	100%	58%	62%	55%	67%
All Grades ELA/Reading	2023	63%	58%	**58%**	57%	54%	65%	-	*	-	50%	39%	*	58%	58%	56%	*
All Grades Mathematics	2023	66%	59%	**59%**	43%	51%	73%	-	*	-	83%	43%	*	57%	67%	55%	*
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	29%	**29%**	-	29%	*	-	-	-	-	20%	*	13%	80%	32%	-
Grade 4 Mathematics	2023	27%	26%	**31%**	-	21%	50%	-	-	-	*	9%	*	27%	*	30%	-
Grade 5 ELA/Reading	2023	37%	33%	**31%**	*	35%	*	-	*	-	-	18%	-	37%	14%	36%	-
Grade 5 Mathematics	2023	48%	36%	**19%**	*	20%	33%	-	*	-	-	9%	-	18%	22%	22%	-
All Grades Both Subjects	2023	38%	33%	**27%**	13%	26%	35%	-	*	-	*	14%	*	24%	36%	30%	-
All Grades ELA/Reading	2023	35%	33%	**30%**	*	32%	25%	-	*	-	-	19%	*	26%	42%	34%	-
All Grades Mathematics	2023	40%	33%	**25%**	*	21%	42%	-	*	-	*	9%	*	23%	31%	26%	-

* 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%	67%	**68%**	-	-	-	-	-	-	-	-	-	-	79%	67%	79%	*
	2022	74%	63%	**67%**	-	-	-	-	-	-	*	*	-	-	100%	66%	86%	-
At Meets Grade Level or Above	2023	49%	37%	**40%**	-	-	-	-	-	-	-	-	-	-	50%	40%	50%	*
	2022	48%	34%	**41%**	-	-	-	-	-	-	*	*	-	-	80%	41%	71%	-
At Masters Grade Level	2023	20%	12%	**14%**	-	-	-	-	-	-	-	-	-	-	21%	14%	21%	*
	2022	23%	14%	**23%**	-	-	-	-	-	-	*	*	-	-	50%	22%	50%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	**72%**	-	-	-	-	-	-	-	-	-	-	83%	72%	83%	*
	2022	75%	64%	**71%**	-	-	-	-	-	-	*	*	-	-	*	71%	83%	-
At Meets Grade Level or Above	2023	53%	40%	**42%**	-	-	-	-	-	-	-	-	-	-	50%	42%	50%	*
	2022	53%	39%	**44%**	-	-	-	-	-	-	*	*	-	-	*	43%	50%	-
At Masters Grade Level	2023	20%	12%	**15%**	-	-	-	-	-	-	-	-	-	-	17%	15%	17%	*
	2022	25%	16%	**29%**	-	-	-	-	-	-	*	*	-	-	*	29%	33%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	63%	**67%**	-	-	-	-	-	-	-	-	-	-	83%	66%	83%	*
	2022	72%	59%	**63%**	-	-	-	-	-	-	*	*	-	-	*	62%	83%	-
At Meets Grade Level or Above	2023	45%	30%	**41%**	-	-	-	-	-	-	-	-	-	-	50%	40%	50%	*
	2022	42%	27%	**40%**	-	-	-	-	-	-	*	*	-	-	*	39%	83%	-
At Masters Grade Level	2023	19%	10%	**13%**	-	-	-	-	-	-	-	-	-	-	17%	13%	17%	*
	2022	20%	10%	**19%**	-	-	-	-	-	-	*	*	-	-	*	18%	50%	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	72%	**59%**	-	-	-	-	-	-	-	-	-	-	*	59%	*	*
	2022	76%	66%	**65%**	-	-	-	-	-	-	-	-	-	-	*	63%	*	-
At Meets Grade Level or Above	2023	47%	39%	**34%**	-	-	-	-	-	-	-	-	-	-	*	33%	*	*
	2022	47%	34%	**37%**	-	-	-	-	-	-	-	-	-	-	*	35%	*	-
At Masters Grade Level	2023	18%	14%	**16%**	-	-	-	-	-	-	-	-	-	-	*	15%	*	*
	2022	21%	12%	**18%**	-	-	-	-	-	-	-	-	-	-	*	15%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	58%	**59%**	-	-	-	-	-	-	-	-	-	-	*	59%	*	*
All Grades ELA/Reading	2023	63%	58%	**58%**	-	-	-	-	-	-	-	-	-	-	*	58%	*	*
All Grades Mathematics	2023	66%	59%	**59%**	-	-	-	-	-	-	-	-	-	-	*	59%	*	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	33%	**27%**	-	-	-	-	-	-	-	-	-	-	-	27%	-	-

	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%	33%	**30%**	-	-	-	-	-	-	-	-	-	-	-	30%	-	-
All Grades Mathematics	2023	40%	33%	**25%**	-	-	-	-	-	-	-	-	-	-	-	25%	-	-

* 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%	99%	100%	100%
Included in Accountability	93%	93%	**91%**	83%	94%	88%	-	73%	-	100%	90%	100%	96%	80%	94%	85%
Not Included in Accountability: Mobile	4%	5%	**9%**	17%	6%	12%	-	27%	-	0%	10%	0%	4%	19%	5%	15%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	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%	1%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	93%	**92%**	83%	94%	90%	-	*	-	100%	91%	*	96%	82%	95%	88%
Not Included in Accountability: Mobile	4%	4%	**8%**	17%	6%	10%	-	*	-	0%	9%	*	4%	18%	5%	13%
Not Included in Accountability: Other Exclusions	3%	2%	**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%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	-	*	-	100%	100%	*	100%	99%	99%	100%
Included in Accountability	94%	93%	**91%**	83%	93%	90%	-	*	-	100%	91%	*	96%	81%	94%	88%
Not Included in Accountability: Mobile	5%	5%	**8%**	17%	6%	10%	-	*	-	0%	9%	*	4%	18%	5%	13%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	1%	0%
Science																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	*	-	*	100%	-	100%	100%	100%	*
Included in Accountability	93%	93%	**89%**	83%	96%	80%	-	*	-	*	84%	-	96%	74%	94%	*
Not Included in Accountability: Mobile	4%	5%	**11%**	17%	4%	20%	-	*	-	*	16%	-	4%	26%	6%	*
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
Not Tested	1%	2%	**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%	2%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**91%**	84%	94%	96%	-	*	-	73%	89%	88%	95%	79%	95%	100%
Not Included in Accountability: Mobile	5%	4%	**9%**	16%	6%	4%	-	*	-	27%	11%	12%	5%	21%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**91%**	82%	94%	96%	-	*	-	71%	89%	86%	95%	81%	95%	100%
Not Included in Accountability: Mobile	5%	5%	**9%**	18%	6%	4%	-	*	-	29%	11%	14%	5%	19%	5%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**91%**	82%	94%	96%	-	*	-	71%	89%	86%	95%	81%	95%	100%
Not Included in Accountability: Mobile	5%	5%	**9%**	18%	6%	4%	-	*	-	29%	11%	14%	5%	19%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**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%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	97%	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	92%	**89%**	*	93%	95%	-	-	-	*	91%	*	96%	70%	96%	*
Not Included in Accountability: Mobile	4%	4%	**11%**	*	7%	5%	-	-	-	*	9%	*	4%	30%	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)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	2%	3%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	3%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	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%	90.0%	**92.8%**	91.8%	92.4%	93.6%	-	*	-	92.5%	91.3%	92.3%	91.2%
2020-21	95.0%	93.0%	**93.7%**	93.1%	93.3%	94.2%	-	*	-	96.0%	93.7%	92.7%	95.3%
Chronic Absenteeism													
2021-22	25.7%	34.7%	**26.6%**	40.0%	26.7%	25.0%	-	*	-	18.2%	33.8%	28.6%	30.0%
2020-21	15.0%	22.5%	**20.9%**	23.1%	22.7%	18.7%	-	*	-	0.0%	17.2%	23.5%	8.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	92.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	91.4%	-	-	-	-	-	-	-	-	-	-	-

	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%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
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%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	1.2%	-	-	-	-	-	-	-	-	-	-	-
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%	69.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	69.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	72.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	70.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	68.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	70.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	68.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	456	368,686
By Ethnicity:				
African American	-	-	24	45,227
Hispanic	-	-	321	191,125
White	-	-	103	103,171
American Indian	-	-	1	1,159
Asian	-	-	1	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	5	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)	-	-	137	51,023
Foundation H.S. Program (Endorsement)	-	-	8	14,179
Foundation H.S. Program (DLA)	-	-	311	302,917
Special Education Graduates	-	-	49	32,447
Economically Disadvantaged Graduates	-	-	261	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	23	40,398
At-Risk Graduates	-	-	255	159,689
CTE Completers	-	-	91	107,502

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	478	100.0%	7,197	5,504,150	479	100.0%	7,239	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.9%	0.7%	0	0.0%	1.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	79	16.5%	6.6%	6.7%	79	16.5%	6.6%	6.7%
Grade 1	76	15.9%	7.1%	7.2%	76	15.9%	7.0%	7.2%
Grade 2	73	15.3%	7.0%	7.2%	73	15.2%	7.0%	7.2%
Grade 3	83	17.4%	7.2%	7.2%	84	17.5%	7.2%	7.1%
Grade 4	78	16.3%	7.3%	7.2%	78	16.3%	7.3%	7.1%
Grade 5	89	18.6%	7.1%	7.2%	89	18.6%	7.1%	7.2%
Grade 6	0	0.0%	6.6%	7.3%	0	0.0%	6.5%	7.2%
Grade 7	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.8%	7.7%	0	0.0%	7.7%	7.7%
Grade 9	0	0.0%	10.2%	8.7%	0	0.0%	10.1%	8.7%
Grade 10	0	0.0%	8.1%	7.9%	0	0.0%	8.1%	7.9%
Grade 11	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 12	0	0.0%	6.0%	6.6%	0	0.0%	6.0%	6.6%
Ethnic Distribution:								
African American	18	3.8%	3.6%	12.8%	18	3.8%	3.6%	12.8%
Hispanic	281	58.8%	70.6%	53.0%	281	58.7%	70.5%	52.9%
White	155	32.4%	23.5%	25.6%	156	32.6%	23.7%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	4	0.8%	0.3%	5.1%	4	0.8%	0.3%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	20	4.2%	1.7%	3.0%	20	4.2%	1.7%	3.0%
Sex:								
Female	233	48.7%	48.0%	48.8%	233	48.6%	48.0%	48.8%
Male	245	51.3%	52.0%	51.2%	246	51.4%	52.0%	51.2%
Economically Disadvantaged	366	76.6%	77.4%	62.1%	367	76.6%	77.2%	62.0%
Non-Educationally Disadvantaged	112	23.4%	22.6%	37.9%	112	23.4%	22.8%	38.0%
Section 504 Students	25	5.2%	7.5%	7.4%	25	5.2%	7.5%	7.4%
EB Students/EL	7	1.5%	12.9%	23.1%	7	1.5%	12.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	1	0.2%	3.4%	1.5%				

	Membership				Enrollment			
	Campus				**Campus**			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	8	1.7%	4.3%	5.5%	8	1.7%	4.3%	5.5%
Foster Care	1	0.2%	0.3%	0.2%	1	0.2%	0.3%	0.2%
Homeless	12	2.5%	1.3%	1.3%	12	2.5%	1.3%	1.3%
Immigrant	0	0.0%	1.3%	2.2%	0	0.0%	1.3%	2.2%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	478	100.0%	58.4%	64.6%	479	100.0%	58.6%	64.6%
Military Connected	7	1.5%	1.3%	3.6%	7	1.5%	1.3%	3.6%
At-Risk	221	46.2%	60.8%	53.3%	222	46.3%	60.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	4	0.8%	14.0%	23.2%	4	0.8%	13.9%	23.2%
Career and Technical Education	0	0.0%	19.9%	26.5%	0	0.0%	19.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	59.4%	72.3%	0	-	59.3%	72.2%
Gifted and Talented Education	55	11.5%	7.8%	8.2%	55	11.5%	7.7%	8.2%
Special Education	96	20.1%	16.0%	12.6%	97	20.3%	16.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	96							
By Type of Primary Disability Students with Intellectual Disabilities	24	25.0%	40.8%	44.1%				
Students with Physical Disabilities	27	28.1%	19.2%	20.0%				
Students with Autism	27	28.1%	18.3%	15.5%				
Students with Behavioral Disabilities	**	**	19.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	90	20.6%	23.0%	16.8%				
By Ethnicity: African American	7	1.6%	1.3%	3.3%				
Hispanic	50	11.5%	16.3%	8.7%				
White	30	6.9%	4.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.7%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	16	21.1%	23.0%	18.6%				
Count and Percent of EB Students/EL who are Mobile	2	20.0%	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	58	19.0%	23.7%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	93	23.8%	19.1%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.6%	0.7%	1.5%	0.0%	1.6%	4.5%
Grade 1	0.0%	0.5%	2.5%	0.0%	2.3%	3.6%
Grade 2	0.0%	0.5%	1.6%	0.0%	1.1%	2.0%
Grade 3	0.0%	0.7%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	-	24.8%	8.7%	-	41.5%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.2	19.4	18.7
Grade 1	15.9	17.6	19.1
Grade 2	15.0	18.6	19.1
Grade 3	16.5	18.9	19.3
Grade 4	18.2	18.2	19.4
Grade 5	20.4	18.1	20.8
Grade 6	-	16.6	19.2
Secondary:			
English/Language Arts	-	12.6	16.2
Foreign Languages	-	21.4	18.8
Mathematics	-	15.1	17.5
Science	-	17.5	18.5
Social Studies	-	17.7	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	49.4	100.0%	100.0%	100.0%
Professional Staff:	40.0	80.9%	62.0%	64.1%
Teachers	33.0	66.7%	43.8%	48.7%
Professional Support	5.0	10.1%	13.7%	10.9%
Campus Administration (School Leadership)	2.0	4.0%	3.3%	3.3%
Educational Aides:	9.4	19.1%	10.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	8.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	23.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	22.6	45.7%	51.2%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	3.3%	11.8%
Hispanic	13.0	39.4%	34.7%	29.6%
White	20.0	60.6%	60.7%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	5.0	15.2%	22.4%	24.4%
Females	28.0	84.8%	77.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	30.0	90.9%	73.8%	72.2%
Masters	3.0	9.1%	26.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	12.1%	10.0%	9.7%
1-5 Years Experience	10.0	30.3%	36.9%	26.3%
6-10 Years Experience	4.0	12.1%	18.2%	20.5%
11-20 Years Experience	9.0	27.3%	22.7%	27.2%
21-30 Years Experience	6.0	18.2%	10.3%	13.3%
Over 30 Years Experience	0.0	0.0%	1.9%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	14.5	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	3.8	6.1
Average Years Experience of Principals with District	1.0	3.5	5.3
Average Years Experience of Assistant Principals	2.0	3.6	5.2
Average Years Experience of Assistant Principals with District	2.0	2.7	4.4
Average Years Experience of Teachers:	9.6	8.9	11.0
Average Years Experience of Teachers with District:	6.8	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,062	$55,464	$53,300
1-5 Years Experience	$56,364	$56,117	$56,516
6-10 Years Experience	$55,710	$57,457	$59,732
11-20 Years Experience	$60,016	$61,136	$63,389
21-30 Years Experience	$63,677	$64,963	$67,876
Over 30 Years Experience	-	$72,352	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$58,330	$58,649	$60,717
Professional Support	$63,644	$69,764	$72,022
Campus Administration (School Leadership)	$74,900	$87,217	$85,167
Instructional Staff Percent:	n/a	60.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.3%	5.9%
Career and Technical Education	0.0	0.0%	3.8%	5.4%
Compensatory Education	1.0	3.0%	2.6%	3.2%
Gifted and Talented Education	1.0	3.0%	2.4%	1.7%
Regular Education	30.7	92.9%	75.4%	70.6%
Special Education	0.3	1.0%	7.5%	9.7%
Other	0.0	0.0%	2.0%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022 – 2023

Administrators

Trisha Eckols……….........……………………………………………………...Principal

Sharon Johnson……………..........…………………………….…………Assistant Principal

Seguin Independent School District

McQueeney Elementary School

2022-2023 Formative Review

Mission Statement

Building meaningful relationships that

empower or community and

inspire tomorrow's leaders.

Vision

We Succeed. No Excuses. No Exceptions.

Value Statement

We believe McQueeney Elementary is at its best when:

All students are successful

All students are prepared for life after graduation

All schools provide a caring and safe environment

All students and staff feel valued

Parents, staff, and community are committed to student success

Table of Contents

Goals

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 49% to 54% by August 2025.

Performance Objective 1: By the end of the 2022-23 school year, the percentage of students achieving Meets Grade Level or above on the Reading STAAR in grades 3-5 will improve from 41% to 50%.

Evaluation Data Sources: STAAR, local assessment data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Improve Tier 1 Instruction by supporting teachers with PL focused on high-quality instruction

Strategy 1 Details	Reviews			
Strategy 1: Provide push-in tutorial for intervention purposes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing	60%	60%	80%	100%

Strategy 2 Details	Reviews			
Strategy 2: 3rd-5th grade literacy teachers will attend Lead4Ward's Rockin' Review Conference.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase overall student achievement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: 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 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Substitutes - 211 Title I, Lead4Ward Rockin' Review Conference Registration - 211 Title I, Mileage - 211 Title I	N/A	50%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: 3rd-5th grade literacy teachers will meet to analyze benchmark data and create an action plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 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 **Problem Statements:** Student Learning 1 **Funding Sources:** 1/2 day substitutes - 211 Title I	N/A	50%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Teachers will provide students additional instruction during STAAR Saturday School.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2 **Funding Sources:** Extra duty pay - 211 Title I - $600, Additional planning - 211 Title I - $300, Light refreshments and materials - 211 Title I - $150	N/A	N/A	50%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 49% to 54% by August 2025.

Performance Objective 2: By the end of the 2022-23 school year, the percentage of students who perform on grade level in ISIP Reading will improve from 37% to 60% in kindergarten, 50% to 70% in first grade, and 45% to 72% in second grade.

Evaluation Data Sources: ISIP

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Improve Tier 1 Instruction by supporting teachers with PL focused on high-quality instruction

Strategy 1 Details	Reviews			
Strategy 1: Purchase UFLI Foundations manuals for k-2 to implement an explicit and systematic program that introduces students to the foundational reading skills necessary for proficient reading.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve foundational skills tier 1 instruction **Staff Responsible for Monitoring:** Admin **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** University of Florida Literacy Institute Foundations manuals - 211 Title I - $630	N/A	N/A	N/A	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 26% to 49% by August 2025.

Performance Objective 1: By the end of the 2022-2023 school year, the percentage of students achieving Meets Grade Level or above on the Math STAAR in grades 3-5 will improve from 35% to 45%.

Evaluation Data Sources: STAAR summative data, local assessment data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Improve Tier 1 Instruction by supporting teachers with PL focused on high-quality instruction

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide after-school academic tutoring to students.	Formative			Summative
Strategy's Expected Result/Impact: Increased academic achievement. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2	Nov	Jan	Mar	June
	20%	20%	20%	100%

Strategy 2 Details	Reviews			
Strategy 2: 3rd-5th-Grade math teachers will attend the Lead4Ward Rockin' Review Conference.	Formative			Summative
Strategy's Expected Result/Impact: Increase overall student achievement **Staff Responsible for Monitoring:** 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 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Mileage - 211 Title I, Substitutes - 211 Title I, Lead4Ward Rockin' Review Conference Registration - 211 Title I	Nov	Jan	Mar	June
	N/A	50%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: 3rd-5th grade math teachers will meet to analyze benchmark data and create an action plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** 1/2 day substitutes - 211 Title I	N/A	50%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Teachers will provide students additional instruction during STAAR Saturday school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** Extra Duty Pay - 211 Title I - $300, Additional Planning - 211 Title I - $150, Light refreshments and materials - 211 Title I - $150	N/A	N/A	50%	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 26% to 49% by August 2025.

Performance Objective 2: By the end of the 2022-2023 school year, the percentage of students who perform on grade level in Imagine Math K-2 will increase by 25%.

Evaluation Data Sources: Imagine Math

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Improve Tier 1 Instruction by supporting teachers with PL focused on high-quality instruction

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Performance Objective 1: By the end of the 2022-2023 school year, overall STAAR scores in all subjects for students in grades 3-5 will increase from 41% to 50% for meets and from 20% to 30% for masters.

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: Improve Tier 1 Instruction by supporting teachers with PL focused on high-quality instruction

Strategy 1 Details	Reviews			
Strategy 1: All teachers will use high-quality instructional materials and provide high quality instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the level of rigor for instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Instructional Materials - 211 Title I - $3,693.36	75%	75%	75%	100%

Strategy 2 Details	Reviews			
Strategy 2: Teachers will improve instruction by writing across the curriculum, incorporating in lesson plans that support students' ability to process new learning through writing, and deepening students' understanding with questioning that supports critical thinking.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	60%	70%	80%	100%

Strategy 3 Details	Reviews			
Strategy 3: Three teachers will attend the summer AVID institute.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - School Processes & Programs 2 **Funding Sources:** MyAvid Event registration fees - 211 Title I - 211.1300.106.3.24.000.6299 - $3,150, Mileage and parking fee - 211 Title I - 211.13.00.106.3.24.000.6411 - $173.76	N/A	N/A	50%	100%

Strategy 4 Details	Reviews			
Strategy 4: Host a career day for students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be more knowledgeable and aware of opportunities.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin team **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Refreshments and snacks - 211 Title I Parental Involvement - $100, Materials and supplies - 211 Title I Parental Involvement - $100	N/A	N/A	25%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 4: McQueeney Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: By May 2023, the Panorama Student Survey SEL score (Emotion regulation, Grit, Social Awareness) in grades k-5 will improve to 85% or above the national norm.

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: McQueeney will be an AVID campus

Goal 4: McQueeney Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 2: McQueeney Elementary School will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning.

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: Establish a wellness committee

Goal 4: McQueeney Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 3: By the end of the 2022-23 school year, McQueeney will increase attendance from 95.6% to 96.5%.

    Summative Evaluation: No progress made toward meeting Objective

    Next Year's Recommendation: Address teacher attendance as well as student attendance.

Strategy 1 Details	Reviews			
Strategy 1: Provide student, class, and campus incentives to promote good attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase attendance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and attendance clerk **Title I:** 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** Materials and supplies - 211 Title I - $250	50%	70%	80%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: McQueeney Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 4: By the end of the 2022-2023 school year, the campus leadership team will evaluate and track safety, appearance, and cleanliness in all campus areas.

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: Increase the number of times the custodial staff is recognized. Encourage students and teachers to maintain the appearance of school with

recognition and incentives.

Goal 5: McQueeney Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: McQueeney will increase the amount of teacher support throughout the year.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Create and share professional learning YAG with faculty members

Strategy 1 Details	Reviews			
Strategy 1: Provide time for teacher professional learning communities within the school day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Substitues - 211 Title I - $2,000	100%	100%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Music teacher will attend the Texas Music Educators Association Convention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Music promotes language acquisition, listening skills, memory, and motor skills. Children's engagement in music practice is associated with enhancements in literacy-related language skills.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 1	N/A	50%	55%	100%

Strategy 3 Details		Reviews			
		Formative			**Summative**
Strategy 3: The Solution Tree Virtual Professional Wellness and Self-Care for Educators portable event package will be purchased to learn ways on how to support a healthy balanced, and meaningful professional life for all school employees from teachers, administration, and support staff to social workers, nurses, and counselor.		**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve staff satisfaction **Staff Responsible for Monitoring:** Wellness committee **Title I:** 2.5 **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Solution Tree The Virtual Professional Wellness & Self-Care for Educators Portable Event Package - 211 Title I - $289		N/A	N/A	N/A	100%

Strategy 4 Details		Reviews			
		Formative			**Summative**
Strategy 4: Solution Tree The Summit on PLC at Work Portable Event Package will build and sustain a strong, collaborative professional learning community.		**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide ongoing support **Staff Responsible for Monitoring:** Admin team **Title I:** 2.5 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Solution Tree The Summit on PLC at Work Portable Event Package - 211 Title I - $749		N/A	N/A	N/A	→

Strategy 5 Details		Reviews			
		Formative			**Summative**
Strategy 5: Jim Knight's Instructional Coaching Group Better Conversation Workshop and What Administrators Need to Know About Coaching Workshop		**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve communication skills and crucial conversations **Staff Responsible for Monitoring:** admin team **Title I:** 2.6 **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** Better Conversation Workshop Registration - 211 Title I - $790, What Administrators Need to Know About Coaching Workshop Registration - 211 Title I - $395		N/A	N/A	N/A	✗

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

Goal 5: McQueeney Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 2: By the end of the 2022-2023 school year, McQueeney will achieve a teacher turnover rate of less than 15%.

    Evaluation Data Sources: Human Resources retention reports.

    Summative Evaluation: No progress made toward meeting Objective

    Next Year's Recommendation: Recruit and retain highly effective teachers

Strategy 1 Details	Reviews			
Strategy 1: McQueeney's administration will support a positive climate through incentives, prizes, and gratitude.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase morale	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin team	90%	90%	90%	100%
	0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 6: McQueeney Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: By Spring 2023, McQueeney will increase the number of parents who are involved in parent groups on campuses by 25%.

    Evaluation Data Sources: Campus surveys

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: Increase communication with all stakeholders

Strategy 1 Details	Reviews			
Strategy 1: McQueeney will create opportunities for parental education through parenting partners.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%	50%	50%	100%

Strategy 2 Details	Reviews			
Strategy 2: McQueeney ES will participate in the one book-one school reading initiative.	Formative			Summative
	Nov	Jan	Mar	June
Funding Sources: Books - 211 Title I Parental Involvement - 211.61.00.106.3.24.000.6399 - $623	25%	50%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Host multiple academic nights for parents to provide them tips on how to help their students be successful.	Formative			Summative
Strategy's Expected Result/Impact: Increase parental involvement and provide parents tips on how to help support their child's education.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Refreshments - 211 Title I Parental Involvement - $250, Materials and supplies - 211 Title I - $400	35%	55%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: A team of three will attend the Parenting Partners 11th Annual Leadership Institute in San Diego from June 12th-15th.	Formative			Summative
Strategy's Expected Result/Impact: Build strong family relationships through family engagement	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Admin team **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Plane tickets - 211 Title I - $1,313.85, Hotel - 211 Title I - $1,460.56, Meals - 211 Title I - $777, Institute registration - 211 Title I - $750	N/A	N/A	100%	100%

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

Goal 6: McQueeney Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: McQueeney Elementary School will improve their public image as measured by constructive feedback collected from social media and parent/community surveys.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Enhance communication and number of family engagement opportunities

Strategy 1 Details			Reviews			
Strategy 1: McQueeney Elementary School will improve the classroom learning environment by decreasing the number of distractions that are visible by students. Students will have clip on cup holders to store water bottles needed for Liink.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease distractions. **Staff Responsible for Monitoring:** Principal, AP **Title I:** 2.5 **Problem Statements:** Demographics 1 **Funding Sources:** Materials - 211 Title I - $6,062.96			N/A	N/A	50%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 6: McQueeney Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 3: McQueeney will increase the number of Facebook followers from 924 to 1,100 and Twitter followers by 10%.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Highlight one student and one faculty for their efforts at least twice per week

Goal 7: 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

Performance Objective 1: By 2025, McQueeney Elementary's overall accountability rating score will improve from 87 to 90.

Evaluation Data Sources: Accountability data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Improve Tier 1 Instruction by supporting teachers with PL focused on high-quality instruction

Strategy 1 Details	Reviews			
Strategy 1: ACE, after school program, will conduct tutoring for their students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and ACE Site Coordinator **Title I:** 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1 **Funding Sources:** Extra pay for tutoring - 211 Title I - $15,000	50%	60%	70%	100%

Strategy 2 Details	Reviews			
Strategy 2: Intercession will provide intervention and enrichment opportunities to at-risk students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement and close learning gaps	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin team **Title I:** 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** Supplies and materials - 211 Title I - $500	50%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: 5th-grade science teacher, SPED teacher and principal will attend the Lead4Ward Rockin' Review Conference.	Formative			Summative
Strategy's Expected Result/Impact: Increase overall student achievement	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - School Processes & Programs 3 **Funding Sources:** Mileage - 211 Title I, Substitutes - 211 Title I, Lead4Ward Rockin' Review Conference registration - 211 Title I	N/A	50%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: The 5th-grade science teacher will meet to analyze benchmark data and create an action plan.	Formative			Summative
Strategy's Expected Result/Impact: Increase student achievement	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 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 **Problem Statements:** Demographics 1 **Funding Sources:** 1/2 day substitute - 211 Title I	N/A	50%	100%	100%

Strategy 5 Details		Reviews			
Strategy 5: The principal and assistant principal will attend the TEPSA summer conference and master class.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Build leadership capacity		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principal. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1, 2, 3 **Funding Sources:** TEPSA Summer Conference and Master Class Registration Fee - 211 Title I - $1,116, Mileage - 211 Title I - $285.12		N/A	N/A	N/A	100%
	0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue	

Goal 7: 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

Performance Objective 2: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, McQueeney will become an A rated campus by 2025.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Improve Tier 1 Instruction by supporting teachers with PL focused on high-quality instruction

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a school-wide book study and professional learning to improve Tier 1 instruction.	Formative			Summative
Strategy's Expected Result/Impact: Provide teachers with professional learning and build teacher capacity.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Book - What Great Teachers Do Differently - 211 Title I - $621.60, Study Guide What Great Teachers Do Differently - 211 Title I - $16.95	N/A	50%	75%	100%

Strategy 2 Details	Reviews			
Strategy 2: K-2 Teachers will attend the Elevate Virtual Sessions Conference to improve Tier 1 instruction.	Formative			Summative
Strategy's Expected Result/Impact: Provide teachers with professional learning and build teacher capacity.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Conference Registration Fee - 211 Title I - $360	N/A	N/A	50%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: The Lead4Ward Leadership Field Guide will support the principal in priortizing, and implementing instructional leadership action plan, human capital action plan, executive leadership action plan, school culture action plan, and strategic operations action plan.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase leadership skills and teacher human capital **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 2, 3, 4 **Funding Sources:** Lead4Ward Leadership Field Guides - 211 Title I - $175	N/A	N/A	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: The principal, academic dean, and 3rd-5th grade writing teachers will attend the Trail of Breadcrumbs ELAR STAAR Training of Trainers Workshop by Gretchen Bernabei.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve writing curriculum **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** Workshop registration fee - 211 Title I - $4,925	N/A	N/A	50%	100%

Strategy 5 Details					**Reviews**			

Strategy 5: The Principal and Assistant Principal will attend the Solution Tree Overcoming the Achievement Gap Trap Workshop .	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Earn distinction **Staff Responsible for Monitoring:** Principal, AP **Problem Statements:** Demographics 1 **Funding Sources:** Registration fee - 211 Title I - $1,498, Travel Expenses - 116 miles round trip for two days - 211 Title I - $116, parking fee - 211 Title I - $44, meal vouchers - 211 Title I - $120	N/A	N/A	50%	100%

Strategy 6 Details				**Reviews**

Strategy 6: Teachers will provide academic monitoring utilizing Apple iPads and Apple pencils.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide immediate feedback during the student learning cycle and increase student success. **Staff Responsible for Monitoring:** Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** 9th Generation Apple iPads - 211 Title I - $5,400, 1st Generation Apple pencils - 211 Title I - $1,782	N/A	N/A	50%	100%

Strategy 7 Details				**Reviews**

Strategy 7: The admin team will provide teachers feedback utilizing Apple iPads and Apple pencils during observations and coaching cycles.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher effectiveness and instructional practices **Staff Responsible for Monitoring:** Principal, Asst. Principal, Academic Dean **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 1, 2 **Funding Sources:** 9th Generation Apple iPads - 211 Title I - $900, 1st Generation Apple pencils - 211 Title I - $297	N/A	N/A	50%	100%

Strategy 8 Details				Reviews			
Strategy 8: Teachers will provide additional instruction to students during STAAR Saturday School.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Student Achievement				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** Extra Duty Pay - 211 Title I - $100, Additional Planning - 211 Title I - $100				N/A	N/A	50%	100%

Strategy 9 Details				Reviews			
Strategy 9: Solution Tree's Summit on RTI at Work Portable Event Package will deepen our expertise on behavior, scheduling, English learners, leadership teams, and progress monitoring designed to increase individual and collective efficacy.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Close the achievement gap **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** Solution Tree The Summit on RTI at Work Portable Event Package - Virtual Event - 211 Title I - $749				N/A	N/A	N/A	100%

Strategy 10 Details	Reviews			
	Formative			Summative
Strategy 10: Lead4Ward Open Sessions	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Build capacity and teacher efficacy	N/A	N/A	N/A	
Staff Responsible for Monitoring: Admin team **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 3 **Funding Sources:** Leaders Open Session - Being the Leader Your New Teachers Need - 211 Title I - $175, Leaders Open Session - Leading Intentional Intervention - 211 Title I - $175, SPED Open Session - Connecting Standards to Instruction - 211 Title I - $175, SPED Open Session - Re-Imagining Specifically Designed Instruction - 211 Title I - $175, Literacy Open Session - STAAR4Ward for Literacy (3-EOC) - 211 Title I - $175, Literacy Open Session - Intervention for Literacy - 211 Title I - $175, Math Open Session - STAAR4Ward for Math (3-EOC) - 211 Title I - $175, Math Open Session - Intervention for Math - 211 Title I - $175, Science Open Session - STAAR4Ward for Science - 211 Title I - $175, Science Open Session - Vocab and visuals for science and social studies - 211 Title I - $175, General Open Session - Lead4Ward 101 - 211 Title I - $175, General Open Session - Engaging Learners - 211 Title I - $175, General Open Session - Comprehension across content areas - 211 Title I - $175				100%

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: SEGUIN ISD

Campus Name: MCQUEENEY EL

Campus Number: 094901106

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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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	67%	**77%**	*	74%	75%	*	-	-	*	25%	*	71%	88%	77%	*
	2022	76%	68%	**78%**	100%	71%	88%	-	-	-	*	60%	-	75%	91%	72%	*
At Meets Grade Level or Above	2023	50%	40%	**46%**	*	35%	75%	*	-	-	*	0%	*	37%	65%	44%	*
	2022	51%	40%	**51%**	60%	41%	71%	-	-	-	*	40%	-	46%	73%	38%	*
At Masters Grade Level	2023	20%	11%	**10%**	*	9%	17%	*	-	-	*	0%	*	9%	12%	8%	*
	2022	30%	25%	**42%**	40%	35%	59%	-	-	-	*	20%	-	35%	73%	28%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	70%	**73%**	*	74%	75%	*	-	-	*	13%	*	66%	88%	73%	*
	2022	71%	64%	**61%**	60%	50%	82%	-	-	-	*	40%	-	56%	82%	49%	*
At Meets Grade Level or Above	2023	45%	37%	**42%**	*	38%	58%	*	-	-	*	0%	*	31%	65%	42%	*
	2022	43%	36%	**27%**	40%	21%	35%	-	-	-	*	20%	-	25%	36%	21%	*
At Masters Grade Level	2023	19%	11%	**15%**	*	12%	33%	*	-	-	*	0%	*	11%	24%	15%	*
	2022	21%	16%	**8%**	0%	3%	24%	-	-	-	*	0%	-	8%	9%	3%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	69%	**77%**	*	66%	89%	-	-	-	*	60%	*	73%	88%	73%	*
	2022	77%	71%	**72%**	*	68%	78%	-	-	-	*	50%	-	67%	83%	70%	*
At Meets Grade Level or Above	2023	48%	36%	**49%**	*	41%	68%	-	-	-	*	20%	*	45%	59%	47%	*
	2022	54%	47%	**44%**	*	39%	56%	-	-	-	*	33%	-	44%	42%	39%	*
At Masters Grade Level	2023	22%	13%	**19%**	*	16%	26%	-	-	-	*	0%	*	18%	24%	18%	*
	2022	28%	23%	**13%**	*	11%	22%	-	-	-	*	0%	-	19%	0%	12%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	64%	**67%**	*	58%	84%	-	-	-	*	60%	*	63%	76%	63%	*
	2022	70%	67%	**51%**	*	54%	44%	-	-	-	*	17%	-	56%	42%	48%	*
At Meets Grade Level or Above	2023	48%	39%	**40%**	*	33%	47%	-	-	-	*	40%	*	34%	53%	35%	*
	2022	43%	39%	**26%**	*	25%	22%	-	-	-	*	17%	-	26%	25%	24%	*
At Masters Grade Level	2023	22%	16%	**14%**	*	12%	16%	-	-	-	*	0%	*	17%	6%	11%	*
	2022	23%	15%	**10%**	*	7%	11%	-	-	-	*	0%	-	4%	25%	9%	*
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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	76%	**79%**	-	88%	67%	-	-	-	*	50%	-	83%	75%	75%	*
	2022	81%	75%	**80%**	*	79%	86%	-	-	-	*	*	*	77%	91%	73%	-
At Meets Grade Level or Above	2023	57%	50%	**46%**	-	50%	42%	-	-	-	*	13%	-	39%	56%	38%	*
	2022	58%	46%	**44%**	*	46%	29%	-	-	-	*	*	*	43%	45%	37%	-
At Masters Grade Level	2023	28%	22%	**18%**	-	15%	25%	-	-	-	*	0%	-	22%	13%	9%	*
	2022	36%	26%	**24%**	*	21%	29%	-	-	-	*	*	*	30%	9%	20%	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	71%	**67%**	-	73%	50%	-	-	-	*	50%	-	65%	69%	59%	*
	2022	77%	70%	**85%**	*	86%	86%	-	-	-	*	*	*	80%	100%	83%	-
At Meets Grade Level or Above	2023	51%	39%	**31%**	-	31%	25%	-	-	-	*	13%	-	35%	25%	28%	*
	2022	48%	41%	**56%**	*	61%	43%	-	-	-	*	*	*	50%	73%	50%	-
At Masters Grade Level	2023	21%	14%	**8%**	-	0%	25%	-	-	-	*	13%	-	13%	0%	3%	*
	2022	25%	16%	**22%**	*	25%	14%	-	-	-	*	*	*	13%	45%	10%	-
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	63%	**69%**	-	73%	58%	-	-	-	*	50%	-	70%	69%	66%	*
	2022	66%	64%	**76%**	*	79%	57%	-	-	-	*	*	*	73%	82%	70%	-
At Meets Grade Level or Above	2023	36%	33%	**36%**	-	42%	17%	-	-	-	*	0%	-	30%	44%	31%	*
	2022	38%	33%	**39%**	*	36%	43%	-	-	-	*	*	*	37%	45%	27%	-
At Masters Grade Level	2023	16%	16%	**13%**	-	12%	17%	-	-	-	*	0%	-	17%	6%	9%	*
	2022	18%	13%	**15%**	*	18%	14%	-	-	-	*	*	*	13%	18%	7%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	67%	**73%**	70%	72%	73%	*	-	-	93%	42%	75%	70%	79%	70%	71%
	2022	74%	63%	**72%**	75%	69%	77%	-	-	-	86%	41%	*	69%	81%	66%	88%
At Meets Grade Level or Above	2023	49%	37%	**42%**	40%	38%	49%	*	-	-	53%	10%	38%	36%	53%	39%	57%
	2022	48%	34%	**41%**	42%	38%	45%	-	-	-	57%	24%	*	38%	48%	33%	75%
At Masters Grade Level	2023	20%	12%	**14%**	20%	11%	22%	*	-	-	0%	2%	0%	15%	12%	11%	29%
	2022	23%	14%	**20%**	13%	17%	29%	-	-	-	29%	3%	*	18%	25%	13%	38%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	**78%**	100%	75%	79%	*	-	-	86%	43%	*	74%	84%	75%	83%
	2022	75%	64%	**77%**	90%	72%	85%	-	-	-	83%	47%	*	73%	88%	72%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	40%	**47%**	40%	41%	63%	*	-	-	43%	10%	*	41%	60%	43%	50%
	2022	53%	39%	**47%**	50%	42%	58%		-	-	50%	33%	*	45%	53%	38%	*
At Masters Grade Level	2023	20%	12%	**16%**	20%	13%	23%	*	-	-	0%	0%	*	15%	16%	12%	33%
	2022	25%	16%	**29%**	30%	23%	42%	-	-	-	33%	7%	*	30%	26%	21%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	63%	**69%**	40%	68%	72%	*	-	-	100%	38%	*	65%	78%	66%	67%
	2022	72%	59%	**65%**	60%	62%	73%	-	-	-	83%	40%	*	63%	74%	59%	*
At Meets Grade Level or Above	2023	45%	30%	**38%**	40%	34%	44%	*	-	-	57%	14%	*	33%	48%	36%	67%
	2022	42%	27%	**35%**	40%	34%	33%	-	-	-	50%	13%	*	32%	44%	30%	*
At Masters Grade Level	2023	19%	10%	**13%**	20%	9%	23%	*	-	-	0%	5%	*	14%	10%	10%	33%
	2022	20%	10%	**13%**	0%	11%	18%	-	-	-	33%	0%	*	9%	26%	7%	*
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	72%	**69%**	-	73%	58%	-	-	-	*	50%	-	70%	69%	66%	*
	2022	76%	66%	**76%**	*	79%	57%	-	-	-	*	*	*	73%	82%	70%	-
At Meets Grade Level or Above	2023	47%	39%	**36%**	-	42%	17%	-	-	-	*	0%	-	30%	44%	31%	*
	2022	47%	34%	**39%**	*	36%	43%	-	-	-	*	*	*	37%	45%	27%	-
At Masters Grade Level	2023	18%	14%	**13%**	-	12%	17%	-	-	-	*	0%	-	17%	6%	9%	*
	2022	21%	12%	**15%**	*	18%	14%	-	-	-	*	*	*	13%	18%	7%	-
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	29%	**33%**	*	24%	58%	*	-	-	*	0%	*	20%	59%	31%	*
	2022	36%	28%	**24%**	40%	18%	35%	-	-	-	*	20%	-	23%	27%	18%	*
Reading and Mathematics Including EOC	2023	37%	29%	**33%**	*	24%	58%	*	-	-	*	0%	*	20%	59%	31%	*
	2022	36%	28%	**24%**	40%	18%	35%	-	-	-	*	20%	-	23%	27%	18%	*
Reading Including EOC	2023	50%	40%	**46%**	*	35%	75%	-	-	-	*	0%	*	37%	65%	44%	*
	2022	51%	40%	**51%**	60%	41%	71%	-	-	-	*	40%	-	46%	73%	38%	*
Math Including EOC	2023	45%	37%	**42%**	*	38%	58%	*	-	-	*	0%	*	31%	65%	42%	*
	2022	43%	36%	**27%**	40%	21%	35%	-	-	-	*	20%	-	25%	36%	21%	*
4th Graders																	
Reading and Mathematics	2023	38%	28%	**32%**	*	28%	37%	-	-	-	*	20%	*	28%	41%	29%	*
	2022	36%	31%	**18%**	*	18%	22%	-	-	-	*	17%	-	19%	17%	18%	*

	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%	28%	**32%**	*	28%	37%	-	-	-	*	20%	*	28%	41%	29%	*
	2022	36%	31%	**18%**	*	18%	22%	-	-	-	*	17%	-	19%	17%	18%	*
Reading Including EOC	2023	48%	35%	**49%**	*	41%	68%	-	-	-	*	20%	*	45%	59%	47%	*
	2022	54%	47%	**44%**	*	39%	56%	-	-	-	*	33%	-	44%	42%	39%	*
Math Including EOC	2023	48%	39%	**40%**	*	33%	47%	-	-	-	*	40%	*	34%	53%	35%	*
	2022	43%	39%	**26%**	*	25%	22%	-	-	-	*	17%	-	26%	25%	24%	*
5th Graders																	
Reading and Mathematics	2023	43%	34%	**26%**	-	27%	25%	-	-	-	*	13%	-	30%	19%	22%	*
	2022	41%	32%	**37%**	*	43%	14%	-	-	-	*	*	*	33%	45%	30%	-
Reading and Mathematics Including EOC	2023	43%	34%	**26%**	-	27%	25%	-	-	-	*	13%	-	30%	19%	22%	*
	2022	41%	32%	**37%**	*	43%	14%	-	-	-	*	*	*	33%	45%	30%	-
Reading Including EOC	2023	57%	50%	**46%**	-	50%	42%	-	-	-	*	13%	-	39%	56%	38%	*
	2022	58%	46%	**44%**	*	46%	29%	-	-	-	*	*	*	43%	45%	37%	-
Math Including EOC	2023	51%	39%	**31%**	-	31%	25%	-	-	-	*	13%	-	35%	25%	28%	*
	2022	48%	41%	**56%**	*	61%	43%	-	-	-	*	*	*	50%	73%	50%	-
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	25%	**30%**	40%	26%	40%	*	-	-	29%	10%	*	26%	40%	28%	50%
	2022	34%	22%	**26%**	30%	26%	27%	-	-	-	17%	13%	*	25%	29%	22%	*
Reading and Mathematics Including EOC	2023	39%	27%	**30%**	40%	26%	40%	*	-	-	29%	10%	*	26%	40%	28%	50%
	2022	36%	24%	**26%**	30%	26%	27%	-	-	-	17%	13%	*	25%	29%	22%	*
Reading Including EOC	2023	53%	42%	**47%**	40%	41%	63%	*	-	-	43%	10%	*	41%	60%	43%	50%
	2022	53%	40%	**47%**	50%	42%	58%	-	-	-	50%	33%	*	45%	53%	38%	*
Math Including EOC	2023	47%	32%	**38%**	40%	34%	44%	*	-	-	57%	14%	*	33%	48%	36%	67%
	2022	43%	29%	**35%**	40%	34%	33%	-	-	-	50%	13%	*	32%	44%	30%	*

* 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	47%	**39%**	*	34%	44%	-	-	-	*	30%	*	40%	37%	40%	*
Grade 4 Mathematics	2023	63%	60%	**65%**	*	69%	64%	-	-	-	*	80%	*	63%	70%	63%	*
Grade 5 ELA/Reading	2023	65%	64%	**59%**	-	63%	55%	-	-	-	*	43%	-	50%	75%	53%	*
Grade 5 Mathematics	2023	71%	63%	**59%**	-	56%	70%	-	-	-	*	64%	-	65%	46%	52%	*
All Grades Both Subjects	2023	64%	58%	**55%**	56%	55%	57%	-	-	-	25%	54%	*	54%	56%	52%	75%
All Grades ELA/Reading	2023	63%	58%	**47%**	*	46%	48%	-	-	-	*	38%	*	44%	54%	45%	*
All Grades Mathematics	2023	66%	59%	**63%**	*	63%	66%	-	-	-	*	71%	*	64%	59%	58%	*
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	29%	**11%**	-	0%	*	-	-	-	-	*	-	13%	*	11%	-
Grade 4 Mathematics	2023	27%	26%	**42%**	*	31%	*	-	-	-	-	*	-	38%	*	44%	-
Grade 5 ELA/Reading	2023	37%	33%	**38%**	-	50%	*	-	-	-	-	*	-	33%	*	38%	-
Grade 5 Mathematics	2023	48%	36%	**31%**	-	25%	40%	-	-	-	-	40%	-	22%	*	31%	*
All Grades Both Subjects	2023	38%	33%	**33%**	*	26%	50%	-	-	-	-	23%	-	28%	50%	33%	*
All Grades ELA/Reading	2023	35%	33%	**24%**	-	23%	*	-	-	-	-	0%	-	21%	*	24%	-
All Grades Mathematics	2023	40%	33%	**38%**	*	29%	63%	-	-	-	-	38%	-	32%	57%	39%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MCQUEENEY EL (094901106) - SEGUIN ISD - GUADALUPE 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
							STAAR Performance Rate by Subject and Performance Level											
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	67%	**73%**	-	-	-	-	-	-	-	-	-	-	71%	73%	71%	-
	2022	74%	63%	**72%**	-	-	-	-	-	-	-	-	-	-	88%	71%	88%	-
At Meets Grade Level or Above	2023	49%	37%	**42%**	-	-	-	-	-	-	-	-	-	-	57%	41%	57%	-
	2022	48%	34%	**41%**	-	-	-	-	-	-	-	-	-	-	75%	40%	75%	-
At Masters Grade Level	2023	20%	12%	**14%**	-	-	-	-	-	-	-	-	-	-	29%	13%	29%	-
	2022	23%	14%	**20%**	-	-	-	-	-	-	-	-	-	-	38%	20%	38%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	**78%**	-	-	-	-	-	-	-	-	-	-	83%	77%	83%	-
	2022	75%	64%	**77%**	-	-	-	-	-	-	-	-	-	-	*	76%	*	-
At Meets Grade Level or Above	2023	53%	40%	**47%**	-	-	-	-	-	-	-	-	-	-	50%	47%	50%	-
	2022	53%	39%	**47%**	-	-	-	-	-	-	-	-	-	-	*	46%	*	-
At Masters Grade Level	2023	20%	12%	**16%**	-	-	-	-	-	-	-	-	-	-	33%	15%	33%	-
	2022	25%	16%	**29%**	-	-	-	-	-	-	-	-	-	-	*	28%	*	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	63%	**69%**	-	-	-	-	-	-	-	-	-	-	67%	69%	67%	-
	2022	72%	59%	**65%**	-	-	-	-	-	-	-	-	-	-	*	65%	*	-
At Meets Grade Level or Above	2023	45%	30%	**38%**	-	-	-	-	-	-	-	-	-	-	67%	37%	67%	-
	2022	42%	27%	**35%**	-	-	-	-	-	-	-	-	-	-	*	34%	*	-
At Masters Grade Level	2023	19%	10%	**13%**	-	-	-	-	-	-	-	-	-	-	33%	12%	33%	-
	2022	20%	10%	**13%**	-	-	-	-	-	-	-	-	-	-	*	13%	*	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	72%	**69%**	-	-	-	-	-	-	-	-	-	-	*	70%	*	-
	2022	76%	66%	**76%**	-	-	-	-	-	-	-	-	-	-	-	76%	-	-
At Meets Grade Level or Above	2023	47%	39%	**36%**	-	-	-	-	-	-	-	-	-	-	*	35%	*	-
	2022	47%	34%	**39%**	-	-	-	-	-	-	-	-	-	-	-	39%	-	-
At Masters Grade Level	2023	18%	14%	**13%**	-	-	-	-	-	-	-	-	-	-	*	14%	*	-
	2022	21%	12%	**15%**	-	-	-	-	-	-	-	-	-	-	-	15%	-	-
							School Progress - Annual Growth											
All Grades Both Subjects	2023	64%	58%	**55%**	-	-	-	-	-	-	-	-	-	-	75%	54%	75%	-
All Grades ELA/Reading	2023	63%	58%	**47%**	-	-	-	-	-	-	-	-	-	-	*	45%	*	-
All Grades Mathematics	2023	66%	59%	**63%**	-	-	-	-	-	-	-	-	-	-	*	63%	*	-
							School Progress - Accelerated Learning											
All Grades Both Subjects	2023	38%	33%	**33%**	-	-	-	-	-	-	-	-	-	-	*	33%	*	-

	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%	33%	**24%**	-	-	-	-	-	-	-	-	-	-	-	24%	-	-
All Grades Mathematics	2023	40%	33%	**38%**	-	-	-	-	-	-	-	-	-	-	*	39%	*	-

* 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	98%	*	-	-	100%	100%	100%	100%	98%	99%	100%
Included in Accountability	93%	93%	**93%**	63%	97%	89%	*	-	-	100%	96%	100%	99%	84%	94%	74%
Not Included in Accountability: Mobile	4%	5%	**6%**	38%	2%	9%	*	-	-	0%	4%	0%	1%	14%	4%	26%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	1%	2%	*	-	-	0%	0%	0%	0%	2%	1%	0%
Absent	1%	1%	**1%**	0%	1%	2%	*	-	-	0%	0%	0%	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**98%**	100%	98%	98%	*	-	-	100%	100%	*	99%	97%	98%	100%
Included in Accountability	92%	93%	**93%**	63%	97%	90%	*	-	-	100%	95%	*	98%	85%	94%	75%
Not Included in Accountability: Mobile	4%	4%	**5%**	38%	1%	8%	*	-	-	0%	5%	*	1%	12%	4%	25%
Not Included in Accountability: Other Exclusions	3%	2%	**0%**	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**2%**	0%	2%	2%	*	-	-	0%	0%	*	1%	3%	2%	0%
Absent	1%	1%	**2%**	0%	2%	2%	*	-	-	0%	0%	*	1%	3%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	100%	98%	*	-	-	100%	100%	*	100%	98%	99%	100%
Included in Accountability	94%	93%	**94%**	63%	98%	90%	*	-	-	100%	95%	*	99%	85%	95%	75%
Not Included in Accountability: Mobile	5%	5%	**6%**	38%	2%	8%	*	-	-	0%	5%	*	1%	14%	5%	25%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	0%	2%	*	-	-	0%	0%	*	0%	2%	1%	0%
Absent	1%	1%	**1%**	0%	0%	2%	*	-	-	0%	0%	*	0%	2%	1%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**100%**	-	100%	100%	-	-	-	*	100%	-	100%	100%	100%	*
Included in Accountability	93%	93%	**91%**	-	93%	86%	-	-	-	*	100%	-	100%	80%	94%	*
Not Included in Accountability: Mobile	4%	5%	**9%**	-	7%	14%	-	-	-	*	0%	-	0%	20%	6%	*
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
Not Tested	1%	2%	**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%	2%	**0%**	-	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**90%**	89%	95%	94%	-	-	-	100%	92%	38%	95%	78%	96%	100%
Not Included in Accountability: Mobile	5%	4%	**10%**	11%	5%	6%	-	-	-	0%	8%	63%	5%	22%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	92%	93%	**90%**	91%	95%	94%	-	-	-	100%	94%	*	95%	79%	96%	*
Not Included in Accountability: Mobile	5%	5%	**10%**	9%	5%	6%	-	-	-	0%	6%	*	5%	21%	4%	*
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	2%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Absent	1%	2%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	93%	93%	**90%**	91%	95%	94%	-	-	-	100%	94%	*	95%	79%	96%	*
Not Included in Accountability: Mobile	5%	5%	**10%**	9%	5%	6%	-	-	-	0%	6%	*	5%	21%	4%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	2%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Other	0%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Science																
Assessment Participant	98%	97%	**100%**	100%	100%	100%	-	-	-	*	100%	*	100%	100%	100%	-
Included in Accountability	93%	92%	**91%**	80%	97%	88%	-	-	-	*	80%	*	100%	73%	97%	-
Not Included in Accountability: Mobile	4%	4%	**9%**	20%	3%	13%	-	-	-	*	20%	*	0%	27%	3%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Not Tested	2%	3%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Absent	1%	3%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Other	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%	90.0%	**92.6%**	94.8%	92.4%	93.0%	*	-	-	92.5%	93.2%	92.2%	94.2%
2020-21	95.0%	93.0%	**94.0%**	95.4%	93.5%	95.3%	*	-	-	94.6%	95.1%	93.2%	95.8%
Chronic Absenteeism													
2021-22	25.7%	34.7%	**25.2%**	5.3%	25.8%	27.9%	*	-	-	25.0%	22.0%	28.3%	0.0%
2020-21	15.0%	22.5%	**21.7%**	22.2%	23.7%	16.1%	*	-	-	18.2%	13.6%	25.9%	10.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	92.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	91.4%	-	-	-	-	-	-	-	-	-	-	-

	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%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
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%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	1.2%	-	-	-	-	-	-	-	-	-	-	-
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%	69.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	69.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	72.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	70.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	68.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	70.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	68.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	456	368,686
By Ethnicity:				
African American	-	-	24	45,227
Hispanic	-	-	321	191,125
White	-	-	103	103,171
American Indian	-	-	1	1,159
Asian	-	-	1	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	5	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)	-	-	137	51,023
Foundation H.S. Program (Endorsement)	-	-	8	14,179
Foundation H.S. Program (DLA)	-	-	311	302,917
Special Education Graduates	-	-	49	32,447
Economically Disadvantaged Graduates	-	-	261	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	23	40,398
At-Risk Graduates	-	-	255	159,689
CTE Completers	-	-	91	107,502

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	314	100.0%	7,197	5,504,150	314	100.0%	7,239	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.9%	0.7%	0	0.0%	1.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	40	12.7%	6.6%	6.7%	40	12.7%	6.6%	6.7%
Grade 1	56	17.8%	7.1%	7.2%	56	17.8%	7.0%	7.2%
Grade 2	47	15.0%	7.0%	7.2%	47	15.0%	7.0%	7.2%
Grade 3	60	19.1%	7.2%	7.2%	60	19.1%	7.2%	7.1%
Grade 4	67	21.3%	7.3%	7.2%	67	21.3%	7.3%	7.1%
Grade 5	44	14.0%	7.1%	7.2%	44	14.0%	7.1%	7.2%
Grade 6	0	0.0%	6.6%	7.3%	0	0.0%	6.5%	7.2%
Grade 7	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.8%	7.7%	0	0.0%	7.7%	7.7%
Grade 9	0	0.0%	10.2%	8.7%	0	0.0%	10.1%	8.7%
Grade 10	0	0.0%	8.1%	7.9%	0	0.0%	8.1%	7.9%
Grade 11	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 12	0	0.0%	6.0%	6.6%	0	0.0%	6.0%	6.6%
Ethnic Distribution:								
African American	14	4.5%	3.6%	12.8%	14	4.5%	3.6%	12.8%
Hispanic	199	63.4%	70.6%	53.0%	199	63.4%	70.5%	52.9%
White	87	27.7%	23.5%	25.6%	87	27.7%	23.7%	25.7%
American Indian	1	0.3%	0.2%	0.3%	1	0.3%	0.2%	0.3%
Asian	1	0.3%	0.3%	5.1%	1	0.3%	0.3%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	12	3.8%	1.7%	3.0%	12	3.8%	1.7%	3.0%
Sex:								
Female	139	44.3%	48.0%	48.8%	139	44.3%	48.0%	48.8%
Male	175	55.7%	52.0%	51.2%	175	55.7%	52.0%	51.2%
Economically Disadvantaged	263	83.8%	77.4%	62.1%	263	83.8%	77.2%	62.0%
Non-Educationally Disadvantaged	51	16.2%	22.6%	37.9%	51	16.2%	22.8%	38.0%
Section 504 Students	19	6.1%	7.5%	7.4%	19	6.1%	7.5%	7.4%
EB Students/EL	8	2.5%	12.9%	23.1%	8	2.5%	12.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.4%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	12	3.8%	4.3%	5.5%	12	3.8%	4.3%	5.5%
Foster Care	2	0.6%	0.3%	0.2%	2	0.6%	0.3%	0.2%
Homeless	3	1.0%	1.3%	1.3%	3	1.0%	1.3%	1.3%
Immigrant	1	0.3%	1.3%	2.2%	1	0.3%	1.3%	2.2%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	314	100.0%	58.4%	64.6%	314	100.0%	58.6%	64.6%
Military Connected	3	1.0%	1.3%	3.6%	3	1.0%	1.3%	3.6%
At-Risk	200	63.7%	60.8%	53.3%	200	63.7%	60.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	6	1.9%	14.0%	23.2%	6	1.9%	13.9%	23.2%
Career and Technical Education	0	0.0%	19.9%	26.5%	0	0.0%	19.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	59.4%	72.3%	0	-	59.3%	72.2%
Gifted and Talented Education	16	5.1%	7.8%	8.2%	16	5.1%	7.7%	8.2%
Special Education	43	13.7%	16.0%	12.6%	43	13.7%	16.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	43							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	39.5%	40.8%	44.1%				
Students with Physical Disabilities	19	44.2%	19.2%	20.0%				
Students with Autism	**	**	18.3%	15.5%				
Students with Behavioral Disabilities	*	*	19.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	58	19.8%	23.0%	16.8%				
By Ethnicity:								
African American	3	1.0%	1.3%	3.3%				
Hispanic	33	11.3%	16.3%	8.7%				
White	20	6.8%	4.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.7%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	10	23.3%	23.0%	18.6%				
Count and Percent of EB Students/EL who are Mobile	2	22.2%	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	44	20.3%	23.7%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	53	20.1%	19.1%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.7%	1.5%	0.0%	1.6%	4.5%
Grade 1	2.7%	0.5%	2.5%	0.0%	2.3%	3.6%
Grade 2	1.9%	0.5%	1.6%	0.0%	1.1%	2.0%
Grade 3	3.2%	0.7%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	-	24.8%	8.7%	-	41.5%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.0	19.4	18.7
Grade 1	18.7	17.6	19.1
Grade 2	15.7	18.6	19.1
Grade 3	20.0	18.9	19.3
Grade 4	22.6	18.2	19.4
Grade 5	14.3	18.1	20.8
Grade 6	-	16.6	19.2
Secondary:			
English/Language Arts	-	12.6	16.2
Foreign Languages	-	21.4	18.8
Mathematics	-	15.1	17.5
Science	-	17.5	18.5
Social Studies	-	17.7	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	34.6	100.0%	100.0%	100.0%
Professional Staff:	30.0	86.8%	62.0%	64.1%
Teachers	24.0	69.4%	43.8%	48.7%
Professional Support	4.0	11.6%	13.7%	10.9%
Campus Administration (School Leadership)	2.0	5.8%	3.3%	3.3%
Educational Aides:	4.6	13.2%	10.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	8.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	23.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	9.8	28.4%	51.2%	53.2%
Teachers by Ethnicity:				
African American	1.0	4.2%	3.3%	11.8%
Hispanic	5.0	20.8%	34.7%	29.6%
White	18.0	75.0%	60.7%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	1.0	4.2%	22.4%	24.4%
Females	23.0	95.8%	77.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	17.0	70.8%	73.8%	72.2%
Masters	7.0	29.2%	26.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	10.0%	9.7%
1-5 Years Experience	11.0	45.8%	36.9%	26.3%
6-10 Years Experience	3.0	12.5%	18.2%	20.5%
11-20 Years Experience	8.0	33.3%	22.7%	27.2%
21-30 Years Experience	2.0	8.3%	10.3%	13.3%
Over 30 Years Experience	0.0	0.0%	1.9%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	13.1	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	3.8	6.1
Average Years Experience of Principals with District	1.0	3.5	5.3
Average Years Experience of Assistant Principals	7.0	3.6	5.2
Average Years Experience of Assistant Principals with District	1.0	2.7	4.4
Average Years Experience of Teachers:	9.4	8.9	11.0
Average Years Experience of Teachers with District:	6.8	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$55,464	$53,300
1-5 Years Experience	$56,095	$56,117	$56,516
6-10 Years Experience	$57,936	$57,457	$59,732
11-20 Years Experience	$61,585	$61,136	$63,389
21-30 Years Experience	$67,418	$64,963	$67,876
Over 30 Years Experience	-	$72,352	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$59,099	$58,649	$60,717
Professional Support	$65,473	$69,764	$72,022
Campus Administration (School Leadership)	$78,340	$87,217	$85,167
Instructional Staff Percent:	n/a	60.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.3%	5.9%
Career and Technical Education	0.0	0.0%	3.8%	5.4%
Compensatory Education	1.0	4.2%	2.6%	3.2%
Gifted and Talented Education	1.0	4.2%	2.4%	1.7%
Regular Education	20.0	83.3%	75.4%	70.6%
Special Education	2.0	8.3%	7.5%	9.7%
Other	0.0	0.0%	2.0%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

2022 – 2023

Administrators

Annaliza Rangel……………………………………………………………………Principal

Erica Villarreal……………………………………………………………Assistant Principal

Seguin Independent School District

Patlan Elementary School

2022-2023 Formative Review

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science
Postsecondary Readiness

Board Approval Date: October 25, 2022

Mission Statement

To establish a positive, inclusive, collaborative, destination campus!

Vision

Success for All!

Value Statement

Mission: Success for all students.

Our vision is to establish a positive, inclusive, collaborative, destination campus that is accessible to ALL!

We believe Patlan Elementary is at its best when:

1. All students are successful.

2. All students are prepared for life after graduation.

3. Our school provides a caring and safe environment.

4. All staff feel valued.

5. The entire community takes pride in our accomplishments.

Patlan Matadors work hard and never give up.

Table of Contents

Goals

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 45% to 55% by August 2025.

Performance Objective 1: Increase the percentage of students who score meets grade level or above on STAAR Reading from 46% to 50% by August of 2023.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Utilize Intervention, monitor DL and SPED.

Strategy 1 Details		Reviews			
Strategy 1: Provided reading intervention during the day for all grade levels.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Student Achievement in the area of reading		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Interventionists and Admin **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1		40%	60%	80%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 45% to 55% by August 2025.

Performance Objective 2: Strengthen our Dual Language Program by increasing the amount of our students meeting grade level expectations.

Evaluation Data Sources: State, District Assessments.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to monitor and provide intervention for DL students.

Strategy 1 Details	Reviews			
Strategy 1: Attend the TABE Conference	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Knowledge of Dual Language program	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, Dual Language Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 4 **Funding Sources:** Teacher registration - 211 Title I - 211.13.00.108.3.24.000.6299 - $2,550, Admin. Registration - 211 Title I - 211.23.00.108.3.24.000.6299 - $525, Teacher Travel - 211 Title I - 211.13.00.108.3.24.000.6411 - $1,538, Admin. travel - 211 Title I - 211.23.00.108.3.24.000.6411 - $180, Substitutes - 211 Title I - 211.13.00.108.3.24.000.6112 - $1,000	100%	100%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Provide smaller groups for DL intervention	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease achievement gap between bilingual and monolingual students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 4	40%	60%	80%	→

Strategy 3 Details	Reviews			
Strategy 3: Provide Dual Language resources to teachers and students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase academic achievement for Dual Language Students **Staff Responsible for Monitoring:** Admin. **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 4 **Funding Sources:** Supplies and Material - 211 Title I - 211.11.00.108.3.24.000.6399 - $5,000	**Nov** 50%	**Jan** 60%	**Mar** 75%	**June** 100%

Strategy 4 Details	Reviews			
Strategy 4: Purchase Headphones for TELPAS Practice	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase TELPAS, district and assessment scores for emergent bilinguals. **Staff Responsible for Monitoring:** Admin, Bilingual Teachers **Title I:** 2.4 **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 4	**Nov** N/A	**Jan** 100%	**Mar** 100%	**June** 100%

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

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 45% to 55% by August 2025.

Performance Objective 3: Strengthen our Special Education Programming by increasing the amount of students meeting grade level expectations.

High Priority

Evaluation Data Sources: State, District Assessments.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to monitor and provide intervention for SPED students.

Strategy 1 Details		Reviews		
Strategy 1: Increase the amount of SPED and General Education collaboration through PLCs, RTI meetings		**Formative**		**Summative**
Strategy's Expected Result/Impact: Improve instructional practices for SPED students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SPED teachers, Admin. **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 4 - School Processes & Programs 5	N/A	50%	65%	→

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

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 50% to 54% by August 2025.

Performance Objective 1: Increase the percentage of students who score meets grade level or above on STAAR Math from 45% to 50% by August of 2023.

    High Priority

    HB3 Goal

    Evaluation Data Sources: STAAR Assessment Data

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: Continue with Eureka Math Curriculum, spiral TEKS

Strategy 1 Details	Reviews			
Strategy 1: Provide math resources to support new math curriculum, Eureka	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase academic achievement in the area of math	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin. **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2 - School Processes & Programs 7 **Funding Sources:** Material and Supplies - 211 Title I - 211.11.00.108.3.24.000.6399 - $1,000	40%	50%	60%	→
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025

Performance Objective 1: Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) requirements by having more students meet and masters in all subjects from 45% to 50% by August of 2023.

   High Priority

   HB3 Goal

   Evaluation Data Sources: STAAR Assessments

   Summative Evaluation: Significant progress made toward meeting Objective

   Next Year's Recommendation: Increase the amount of CCMR activities.

Strategy 1 Details		Reviews			
Strategy 1: Host a career day for Career Day for Students		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be more knowledgeable and aware of opportunities.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, Counselor **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Refreshments - 211 Title I Parental Involvement - 211.61.00.108.3.24.000.6499 - $100, Material and Supplies - 211 Title I Parental Involvement - 211.61.00.108.3.24.000.6399 - $250		10%	45%	75%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: Patlan will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: Increase our overall attendance rate from 94.8 to 96.

    High Priority

    Evaluation Data Sources: Attendance Records

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: Continue to promote attendance in a variety of ways.

Strategy 1 Details		Reviews			
Strategy 1: Provide student, class and campus incentives to promote good attendance		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Attendance		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, Attendance Clerk **Title I:** 2.4		40%	60%	75%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: Patlan will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 2: Improve our overall Panorama SEL Survey Data to decrease the amount of students with no SEL Strengths

Evaluation Data Sources: Panorama surveys

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Increase the amount of CIS Lessons and collaboration with counselor.

Strategy 1 Details	Reviews			
Strategy 1: SEL lessons and activities are provided by counselor and CIS site coordinator.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create a more positive environment and equip students with more coping skills.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor and CIS Site Coordinator **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture	50%	60%	80%	100%
	0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Goal 4: Patlan will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 3: Increase the amount of enriching experiences for our students by 20%

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Creation of more clubs for students to participate in.

Strategy 1 Details	Reviews			
Strategy 1: Coordinate Healthy Brain Break during the 4 scheduled LIINK Breaks	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decreased off-task behavior and Increase Physical Fitness	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Admin **Title I:** 2.5	50%	90%	95%	➡️

Strategy 2 Details	Reviews			
Strategy 2: Increase the amount of musical instruments students have access during the day and for extracurricular activities	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increases number of extracurricular activities, motivate learning, build self-confidence and self- discipline. and improved motor skills	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Music Teacher, Admin, **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2	N/A	20%	✗	✗

Strategy 3 Details	Reviews			
Strategy 3: Provide transportation to extracurricular field trips and events	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will build more background knowledge and be exposed to more cultural opportunities.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin. **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2	N/A	30%	60%	✗

Strategy 4 Details	Reviews			
Strategy 4: Providing an On-Site Planetarium	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase knowledge of science TEKS and provide an enriching experience.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: 5th Admin. **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2	5%	50%	100%	100%

Strategy 5 Details	Reviews			
Strategy 5: Baking with Books is implemented for Third Grade	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase enrichment experience for Third Grade	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Third Grade and Admin. **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture	N/A	40%	90%	100%

Strategy 6 Details	Reviews			
Strategy 6: Purchase STEM materials	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote science, technology, engineering, and math for our students.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Jackson and Admin team **Title I:** 2.5 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	N/A	N/A	100%	100%

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

Goal 5: Patlan will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: Patlan will increase our retention rate from 46% to 56%

> **High Priority**
>
> **Evaluation Data Sources:** Surveys
> Guiding Coalition Agendas
>
> **Summative Evaluation:** Significant progress made toward meeting Objective
>
> **Next Year's Recommendation:** Continue to ask imput from teachers.

Strategy 1 Details				Reviews		
Strategy 1: Provide time for teacher professional learning communities within the school day.			**Formative**			**Summative**
Funding Sources: Substitutes - 211 Title I - 211.13.00.108.3.24.000.6112 - $2,000			**Nov**	**Jan**	**Mar**	**June**
			50%	70%	100%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Goal 6: Patlan will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: Patlan will increase the amount of parental involvement events on campus by 50%.

Evaluation Data Sources: Sign-in sheets
Agendas

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details				Reviews		
Strategy 1: Attend Parenting Partners conference and begin classes for the Fall and Spring Semester.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent involvement.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Admin, Parenting Partner facilitators. **Title I:** 4.2 **Problem Statements:** School Processes & Programs 3 - Perceptions 1			100%	100%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Parenting Partner classes will be held for Six Weeks. (Refreshments will be provided.)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent engagement and provide strategies	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Parenting Partner team (Counselor, Assistant Principal, and CIS site coordinator) **Title I:** 4.2 - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3 - Perceptions 1 **Funding Sources:** Refreshments - 211 Title I Parental Involvement - 211.63.00.108.3.24.000.649999	50%	75%	85%	100%

Strategy 3 Details	Reviews			
Strategy 3: Host a academic night for parents to provide them tips if how to help their students be successful.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental involvement and give parents homework tips.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin. **Title I:** 4.2 - TEA Priorities: Build a foundation of reading and math **Problem Statements:** School Processes & Programs 3 - Perceptions 1 **Funding Sources:** Refreshments - 211 Title I Parental Involvement - 211.61.00.108.3.24.000.6499 - $600, Supplies and Materials - 211 Title I Parental Involvement - 211.61.00.108.3.24.000.6399 - $600	50%	70%	85%	→

Strategy 4 Details	Reviews			
Strategy 4: Purchase QR videos to be displayed at all parent events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide parents with information and resources to assist their children.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3 - Perceptions 1	N/A	N/A	N/A	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
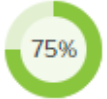
Goal 6: Patlan will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: Patlan will increase the amount of community partnerships on campus by 50%

Evaluation Data Sources: Sign-In Sheets
Agendas

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue Community Parent Outreach, Adopter meetings, Increase Community events

Strategy 1 Details			Reviews		
Strategy 1: Implement a community outreach committee			**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased community Participation		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor and Admin. **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture		40%	50%	75%	→

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

Goal 7: 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

Performance Objective 1: Patlan will increase our overall accountability score from an 84 to 90 by August of 2023.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Assessments

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue quality Tier 1 instruction.

Strategy 1 Details	Reviews			
Strategy 1: ACE, after school program, will conduct tutoring for their students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase academic achievement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin. ACE Site Coordinator. **Title I:** 2.6 - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 **Funding Sources:** Tutoring - 211 Title I - 211.13.00.108.3.24.000.6118 - $25,000	35%	45%	95%	→

Strategy 2 Details	Reviews			
Strategy 2: Intercession will be provided to at-risk students. (Intervention and enrichment will be provided)	**Formative**			**Summative**
Strategy's Expected Result/Impact: To close gaps and increase academic achievement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin., intercession teachers. **Title I:** 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Supplies and Material for Intercession - 211 Title I - 211.11.00.108.3.24.000.6399 - $2,000	50%	75%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: 3-5 teachers will attend the Lead4ward Rockin' Review	**Formative**			**Summative**
Strategy's Expected Result/Impact: Learn high-impact TEKS clusters and STAAR 2.0 instructional priorities Engage and energize learners with meaningful practices and strategies to increase achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin. STAAR Teachers **Title I:** 2.4 - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	N/A	35%	100%	100%

Strategy 4 Details		Reviews			
Strategy 4: Teachers will conduct academic monitoring utilizing ipads, apple pens and clear touch screens.		Formative			Summative
Strategy's Expected Result/Impact: Improved feedback for students, and increased academic monitoring.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Admin. **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1		N/A	N/A	60%	100%

Strategy 5 Details		Reviews			
Strategy 5: Purchase resources to prepare students to meet state standards.		Formative			Summative
Strategy's Expected Result/Impact: Improved Academic Achievement		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Admin. Teachers **Title I:** 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2 - Student Learning 1, 4 - School Processes & Programs 5		N/A	N/A	70%	100%

Strategy 6 Details		Reviews			
Strategy 6: Teachers and administration will attend leadership conferences		Formative			Summative
Strategy's Expected Result/Impact: Learn new strategies to enhance instruction		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Admin. **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing **Problem Statements:** Student Learning 1		N/A	N/A	50%	→

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: SEGUIN ISD

Campus Name: PATLAN EL

Campus Number: 094901108

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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%	67%	**63%**	*	58%	89%	-	-	-	*	25%	-	62%	75%	60%	44%
	2022	76%	68%	**64%**	*	56%	80%	-	-	-	*	35%	*	61%	73%	58%	33%
At Meets Grade Level or Above	2023	50%	40%	**48%**	*	44%	89%	-	-	-	*	17%	-	46%	63%	44%	31%
	2022	51%	40%	**39%**	*	32%	53%	-	-	-	*	20%	*	40%	33%	32%	14%
At Masters Grade Level	2023	20%	11%	**13%**	*	10%	33%	-	-	-	*	0%	-	15%	0%	12%	13%
	2022	30%	25%	**26%**	*	21%	40%	-	-	-	*	10%	*	27%	20%	19%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	70%	**70%**	*	67%	89%	-	-	-	*	42%	-	67%	88%	67%	63%
	2022	71%	64%	**71%**	*	70%	73%	-	-	-	*	35%	*	69%	80%	68%	48%
At Meets Grade Level or Above	2023	45%	37%	**38%**	*	33%	78%	-	-	-	*	8%	-	38%	38%	35%	25%
	2022	43%	36%	**48%**	*	44%	53%	-	-	-	*	10%	*	48%	47%	44%	33%
At Masters Grade Level	2023	19%	11%	**18%**	*	15%	44%	-	-	-	*	0%	-	21%	0%	15%	19%
	2022	21%	16%	**22%**	*	23%	20%	-	-	-	*	10%	*	23%	20%	19%	10%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	69%	**71%**	*	69%	70%	-	-	-	*	56%	*	70%	76%	69%	70%
	2022	77%	71%	**75%**	60%	75%	79%	-	-	-	-	42%	*	72%	87%	72%	78%
At Meets Grade Level or Above	2023	48%	36%	**36%**	*	32%	60%	-	-	-	*	17%	*	37%	35%	34%	30%
	2022	54%	47%	**47%**	20%	43%	71%	-	-	-	-	17%	*	45%	53%	44%	43%
At Masters Grade Level	2023	22%	13%	**14%**	*	10%	40%	-	-	-	*	6%	*	15%	12%	14%	5%
	2022	28%	23%	**19%**	0%	20%	21%	-	-	-	-	0%	*	17%	27%	19%	22%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	64%	**58%**	*	55%	80%	-	-	-	*	22%	*	57%	65%	53%	40%
	2022	70%	67%	**68%**	40%	70%	71%	-	-	-	-	33%	*	68%	67%	69%	61%
At Meets Grade Level or Above	2023	48%	39%	**38%**	*	31%	70%	-	-	-	*	17%	*	35%	47%	34%	15%
	2022	43%	39%	**36%**	20%	36%	43%	-	-	-	-	0%	*	33%	47%	33%	26%
At Masters Grade Level	2023	22%	16%	**17%**	*	16%	20%	-	-	-	*	6%	*	18%	12%	17%	5%
	2022	23%	15%	**15%**	0%	9%	43%	-	-	-	-	0%	*	15%	13%	11%	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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	76%	**78%**	80%	75%	92%	-	-	-	*	30%	*	78%	79%	77%	79%
	2022	81%	75%	**82%**	*	76%	100%	*	-	-	-	63%	-	79%	89%	79%	71%
At Meets Grade Level or Above	2023	57%	50%	**45%**	20%	42%	67%	-	-	-	*	10%	*	41%	58%	41%	25%
	2022	58%	46%	**54%**	*	46%	90%	*	-	-	-	13%	-	49%	67%	49%	47%
At Masters Grade Level	2023	28%	22%	**18%**	20%	13%	42%	-	-	-	*	0%	*	19%	16%	17%	8%
	2022	36%	26%	**31%**	*	24%	70%	*	-	-	-	13%	-	26%	44%	26%	24%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	71%	**78%**	60%	77%	92%	-	-	-	*	55%	*	80%	74%	76%	88%
	2022	77%	70%	**89%**	*	89%	90%	*	-	-	-	63%	-	91%	83%	85%	88%
At Meets Grade Level or Above	2023	51%	39%	**37%**	20%	35%	54%	-	-	-	*	0%	*	40%	26%	33%	25%
	2022	48%	41%	**52%**	*	48%	80%	*	-	-	-	38%	-	51%	56%	40%	47%
At Masters Grade Level	2023	21%	14%	**16%**	20%	12%	38%	-	-	-	*	0%	*	17%	16%	13%	8%
	2022	25%	16%	**26%**	*	22%	50%	*	-	-	-	13%	-	26%	28%	17%	29%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	63%	**61%**	80%	55%	77%	-	-	-	*	18%	*	57%	74%	57%	50%
	2022	66%	64%	**70%**	*	63%	100%	*	-	-	-	63%	-	70%	72%	66%	65%
At Meets Grade Level or Above	2023	36%	33%	**25%**	20%	20%	54%	-	-	-	*	0%	*	27%	21%	22%	0%
	2022	38%	33%	**43%**	*	30%	90%	*	-	-	-	25%	-	40%	50%	34%	35%
At Masters Grade Level	2023	16%	16%	**13%**	20%	7%	38%	-	-	-	*	0%	*	12%	16%	10%	0%
	2022	18%	13%	**20%**	*	13%	50%	*	-	-	-	13%	-	14%	33%	11%	18%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	67%	**69%**	74%	65%	84%	-	-	-	86%	36%	94%	67%	75%	66%	63%
	2022	74%	63%	**74%**	71%	71%	83%	*	-	-	*	43%	100%	72%	79%	70%	63%
At Meets Grade Level or Above	2023	49%	37%	**38%**	26%	34%	66%	-	-	-	29%	11%	63%	37%	39%	34%	21%
	2022	48%	34%	**45%**	46%	40%	66%	*	-	-	*	16%	83%	43%	51%	39%	35%
At Masters Grade Level	2023	20%	12%	**16%**	19%	12%	37%	-	-	-	0%	2%	38%	17%	12%	14%	8%
	2022	23%	14%	**22%**	21%	19%	40%	*	-	-	*	8%	67%	21%	27%	17%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	**72%**	91%	68%	84%	-	-	-	*	40%	83%	70%	77%	69%	67%
	2022	75%	64%	**73%**	83%	69%	85%	*	-	-	*	43%	*	70%	83%	69%	61%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
PATLAN EL (094901108) - SEGUIN ISD - GUADALUPE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	40%	**43%**	27%	39%	71%	-	-	-	*	15%	67%	41%	50%	40%	28%
	2022	53%	39%	**46%**	42%	40%	69%	*	-	-	*	18%	*	44%	52%	41%	34%
At Masters Grade Level	2023	20%	12%	**15%**	18%	11%	39%	-	-	-	*	3%	33%	16%	11%	14%	8%
	2022	25%	16%	**25%**	25%	21%	41%	*	-	-	*	8%	*	23%	31%	21%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	63%	**69%**	55%	66%	88%	-	-	-	*	37%	100%	68%	73%	66%	65%
	2022	72%	59%	**75%**	58%	75%	77%	*	-	-	*	40%	*	75%	77%	73%	64%
At Meets Grade Level or Above	2023	45%	30%	**38%**	27%	33%	66%	-	-	-	*	10%	50%	38%	36%	34%	22%
	2022	42%	27%	**45%**	42%	42%	56%	*	-	-	*	13%	*	44%	50%	39%	34%
At Masters Grade Level	2023	19%	10%	**17%**	18%	14%	34%	-	-	-	*	2%	33%	19%	11%	15%	10%
	2022	20%	10%	**21%**	17%	18%	36%	*	-	-	*	8%	*	21%	21%	15%	11%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	72%	**61%**	80%	55%	77%	-	-	-	*	18%	*	57%	74%	57%	50%
	2022	76%	66%	**70%**	*	63%	100%	*	-	-	-	63%	-	70%	72%	66%	65%
At Meets Grade Level or Above	2023	47%	39%	**25%**	20%	20%	54%	-	-	-	*	0%	*	27%	21%	22%	0%
	2022	47%	34%	**43%**	*	30%	90%	*	-	-	-	25%	-	40%	50%	34%	35%
At Masters Grade Level	2023	18%	14%	**13%**	20%	7%	38%	-	-	-	*	0%	*	12%	16%	10%	0%
	2022	21%	12%	**20%**	*	13%	50%	*	-	-	-	13%	-	14%	33%	11%	18%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	29%	**33%**	*	27%	78%	-	-	-	*	8%	-	33%	38%	29%	19%
	2022	36%	28%	**35%**	*	32%	40%	-	-	-	*	10%	*	37%	27%	29%	14%
Reading and Mathematics Including EOC	2023	37%	29%	**33%**	*	27%	78%	-	-	-	*	8%	-	33%	38%	29%	19%
	2022	36%	28%	**35%**	*	32%	40%	-	-	-	*	10%	*	37%	27%	29%	14%
Reading Including EOC	2023	50%	40%	**48%**	*	44%	89%	-	-	-	*	17%	-	46%	63%	44%	31%
	2022	51%	40%	**39%**	*	32%	53%	-	-	-	*	20%	*	40%	33%	32%	14%
Math Including EOC	2023	45%	37%	**38%**	*	33%	78%	-	-	-	*	8%	-	38%	38%	35%	25%
	2022	43%	36%	**48%**	*	44%	53%	-	-	-	*	10%	*	48%	47%	44%	33%
4th Graders																	
Reading and Mathematics	2023	38%	28%	**29%**	*	23%	60%	-	-	-	*	17%	*	27%	35%	27%	10%
	2022	36%	31%	**31%**	20%	29%	43%	-	-	-	-	0%	*	27%	47%	27%	22%

	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%	28%	**29%**	*	23%	60%	-	-	-	*	17%	*	27%	35%	27%	10%
	2022	36%	31%	**31%**	20%	29%	43%	-	-	-	-	0%	*	27%	47%	27%	22%
Reading Including EOC	2023	48%	35%	**36%**	*	32%	60%	-	-	-	*	17%	*	37%	35%	34%	30%
	2022	54%	47%	**47%**	20%	43%	71%	-	-	-	-	17%	*	45%	53%	44%	43%
Math Including EOC	2023	48%	39%	**38%**	*	31%	70%	-	-	-	*	17%	*	35%	47%	34%	15%
	2022	43%	39%	**36%**	20%	36%	43%	-	-	-	-	0%	*	33%	47%	33%	26%
5th Graders																	
Reading and Mathematics	2023	43%	34%	**28%**	20%	25%	50%	-	-	-	*	0%	*	29%	26%	24%	13%
	2022	41%	32%	**41%**	*	35%	80%	*	-	-	-	13%	-	37%	50%	32%	35%
Reading and Mathematics Including EOC	2023	43%	34%	**28%**	20%	25%	50%	-	-	-	*	0%	*	29%	26%	24%	13%
	2022	41%	32%	**41%**	*	35%	80%	*	-	-	-	13%	-	37%	50%	32%	35%
Reading Including EOC	2023	57%	50%	**45%**	20%	42%	67%	-	-	-	*	10%	*	41%	58%	41%	25%
	2022	58%	46%	**54%**	*	46%	90%	*	-	-	-	13%	-	49%	67%	49%	47%
Math Including EOC	2023	51%	39%	**37%**	20%	35%	54%	-	-	-	*	0%	*	40%	26%	33%	25%
	2022	48%	41%	**52%**	*	48%	80%	*	-	-	-	38%	-	51%	56%	40%	47%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	25%	**30%**	27%	25%	61%	-	-	-	*	10%	50%	29%	32%	26%	13%
	2022	34%	22%	**35%**	25%	31%	51%	*	-	-	*	8%	*	33%	42%	29%	23%
Reading and Mathematics Including EOC	2023	39%	27%	**30%**	27%	25%	61%	-	-	-	*	10%	50%	29%	32%	26%	13%
	2022	36%	24%	**35%**	25%	31%	51%	*	-	-	*	8%	*	33%	42%	29%	23%
Reading Including EOC	2023	53%	42%	**43%**	27%	39%	71%	-	-	-	*	15%	67%	41%	50%	40%	28%
	2022	53%	40%	**46%**	42%	40%	69%	*	-	-	*	18%	*	44%	52%	41%	34%
Math Including EOC	2023	47%	32%	**38%**	27%	33%	66%	-	-	-	*	10%	50%	38%	36%	34%	22%
	2022	43%	29%	**45%**	42%	42%	56%	*	-	-	*	13%	*	44%	50%	39%	34%

* 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	47%	**51%**	*	52%	40%	-	-	-	*	47%	*	53%	41%	51%	65%
Grade 4 Mathematics	2023	63%	60%	**43%**	*	38%	60%	-	-	-	*	26%	*	42%	47%	40%	35%
Grade 5 ELA/Reading	2023	65%	64%	**62%**	50%	59%	75%	-	-	-	*	45%	*	59%	71%	63%	50%
Grade 5 Mathematics	2023	71%	63%	**73%**	70%	72%	77%	-	-	-	*	77%	*	71%	79%	74%	83%
All Grades Both Subjects	2023	64%	58%	**57%**	61%	55%	64%	-	-	-	*	46%	79%	56%	60%	57%	59%
All Grades ELA/Reading	2023	63%	58%	**56%**	56%	55%	59%	-	-	-	*	46%	75%	56%	56%	57%	57%
All Grades Mathematics	2023	66%	59%	**58%**	67%	54%	70%	-	-	-	*	46%	83%	56%	64%	57%	61%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	29%	**42%**	-	42%	-	-	-	-	-	40%	*	43%	*	41%	67%
Grade 4 Mathematics	2023	27%	26%	**11%**	*	11%	-	-	-	-	-	0%	-	11%	*	6%	9%
Grade 5 ELA/Reading	2023	37%	33%	**40%**	*	41%	*	-	-	-	-	14%	-	44%	*	42%	43%
Grade 5 Mathematics	2023	48%	36%	**61%**	*	59%	*	-	-	-	*	56%	-	63%	56%	60%	83%
All Grades Both Subjects	2023	38%	33%	**41%**	*	40%	80%	-	-	-	*	28%	*	41%	41%	40%	52%
All Grades ELA/Reading	2023	35%	33%	**41%**	*	41%	*	-	-	-	-	29%	*	43%	29%	41%	58%
All Grades Mathematics	2023	40%	33%	**40%**	*	38%	*	-	-	-	*	26%	-	38%	50%	38%	48%

* 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%	67%	**69%**	64%	-	-	*	66%	-	43%	-	43%	-	64%	71%	62%	*
	2022	74%	63%	**74%**	73%	72%	-	-	75%	-	-	-	-	-	44%	78%	61%	82%
At Meets Grade Level or Above	2023	49%	37%	**38%**	19%	-	-	*	20%	-	14%	-	14%	-	26%	45%	20%	*
	2022	48%	34%	**45%**	40%	36%	-	-	50%	-	-	-	-	-	26%	49%	31%	73%
At Masters Grade Level	2023	20%	12%	**16%**	6%	-	-	*	6%	-	0%	-	0%	-	13%	19%	6%	*
	2022	23%	14%	**22%**	21%	19%	-	-	25%	-	-	-	-	-	12%	25%	12%	55%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	**72%**	72%	-	-	*	74%	-	*	-	*	-	56%	74%	66%	*
	2022	75%	64%	**73%**	78%	75%	-	-	83%	-	-	-	-	-	38%	78%	60%	*
At Meets Grade Level or Above	2023	53%	40%	**43%**	31%	-	-	*	32%	-	*	-	*	-	22%	48%	27%	*
	2022	53%	39%	**46%**	50%	42%	-	-	67%	-	-	-	-	-	24%	51%	32%	*
At Masters Grade Level	2023	20%	12%	**15%**	8%	-	-	*	8%	-	*	-	*	-	11%	18%	7%	*
	2022	25%	16%	**25%**	28%	17%	-	-	50%	-	-	-	-	-	14%	28%	14%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	63%	**69%**	64%	-	-	*	66%	-	*	-	*	-	72%	71%	64%	*
	2022	72%	59%	**75%**	78%	83%	-	-	67%	-	-	-	-	-	52%	80%	61%	*
At Meets Grade Level or Above	2023	45%	30%	**38%**	18%	-	-	*	18%	-	*	-	*	-	33%	44%	20%	*
	2022	42%	27%	**45%**	33%	33%	-	-	33%	-	-	-	-	-	29%	49%	32%	*
At Masters Grade Level	2023	19%	10%	**17%**	8%	-	-	*	8%	-	*	-	*	-	17%	20%	8%	*
	2022	20%	10%	**21%**	17%	25%	-	-	0%	-	-	-	-	-	10%	24%	9%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	72%	**61%**	50%	-	-	-	50%	-	*	-	*	-	*	65%	48%	*
	2022	76%	66%	**70%**	58%	58%	-	-	-	-	-	-	-	-	*	73%	64%	*
At Meets Grade Level or Above	2023	47%	39%	**25%**	0%	-	-	-	0%	-	*	-	*	-	*	36%	0%	*
	2022	47%	34%	**43%**	33%	33%	-	-	-	-	-	-	-	-	*	45%	29%	*
At Masters Grade Level	2023	18%	14%	**13%**	0%	-	-	-	0%	-	*	-	*	-	*	18%	0%	*
	2022	21%	12%	**20%**	17%	17%	-	-	-	-	-	-	-	-	*	20%	14%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	58%	**57%**	58%	-	-	-	58%	-	50%	-	50%	-	75%	56%	58%	*
All Grades ELA/Reading	2023	63%	58%	**56%**	57%	-	-	-	57%	-	*	-	*	-	*	56%	56%	*
All Grades Mathematics	2023	66%	59%	**58%**	59%	-	-	-	59%	-	*	-	*	-	*	56%	60%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	33%	**41%**	49%	-	-	-	49%	-	*	-	*	-	*	31%	52%	

	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%	33%	**41%**	53%	-	-	-	53%	-	*	-	*	-	*	28%	58%	-
All Grades Mathematics	2023	40%	33%	**40%**	45%	-	-	-	45%	-	*	-	*	-	*	33%	48%	-

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

\- Indicates there are no students in the group.

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

	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%	99%	-	-	-	100%	99%	100%	100%	99%	100%	99%
Included in Accountability	93%	93%	**90%**	100%	91%	82%	-	-	-	100%	91%	100%	98%	69%	95%	90%
Not Included in Accountability: Mobile	4%	5%	**9%**	0%	8%	17%	-	-	-	0%	8%	0%	1%	29%	4%	8%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	-	-	0%	1%	0%	0%	1%	0%	1%
Absent	1%	1%	**0%**	0%	0%	1%	-	-	-	0%	1%	0%	0%	1%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	97%	-	-	-	*	98%	100%	99%	100%	99%	100%
Included in Accountability	92%	93%	**90%**	100%	91%	82%	-	-	-	*	91%	100%	98%	69%	95%	90%
Not Included in Accountability: Mobile	4%	4%	**9%**	0%	9%	16%	-	-	-	*	7%	0%	2%	30%	4%	9%
Not Included in Accountability: Other Exclusions	3%	2%	**0%**	0%	1%	0%	-	-	-	*	0%	0%	0%	2%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	3%	-	-	-	*	2%	0%	1%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	3%	-	-	-	*	2%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	-	-	-	*	100%	100%	100%	98%	100%	99%
Included in Accountability	94%	93%	**90%**	100%	91%	84%	-	-	-	*	93%	100%	98%	69%	95%	90%
Not Included in Accountability: Mobile	5%	5%	**9%**	0%	8%	16%	-	-	-	*	7%	0%	2%	28%	4%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	-	-	-	*	0%	0%	0%	2%	1%	1%
Not Tested	1%	1%	**0%**	0%	1%	0%	-	-	-	*	0%	0%	0%	2%	0%	1%
Absent	1%	1%	**0%**	0%	1%	0%	-	-	-	*	0%	0%	0%	2%	0%	1%
Other	0%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**90%**	100%	92%	76%	-	-	-	*	85%	*	100%	68%	97%	92%
Not Included in Accountability: Mobile	4%	5%	**10%**	0%	8%	24%	-	-	-	*	15%	*	0%	32%	3%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**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%	2%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**99%**	100%	100%	98%	*	-	-	*	99%	100%	99%	99%	99%	99%
Included in Accountability	93%	93%	**89%**	93%	91%	86%	*	-	-	*	88%	75%	94%	75%	93%	90%
Not Included in Accountability: Mobile	5%	4%	**10%**	7%	8%	12%	*	-	-	*	10%	25%	5%	23%	6%	8%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	-	-	*	1%	0%	0%	1%	0%	1%
Not Tested	1%	2%	**1%**	0%	0%	2%	*	-	-	*	1%	0%	1%	1%	1%	1%
Absent	1%	2%	**1%**	0%	0%	2%	*	-	-	*	1%	0%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**100%**	100%	100%	98%	*	-	-	*	100%	*	99%	100%	99%	100%
Included in Accountability	92%	93%	**89%**	92%	91%	87%	*	-	-	*	87%	*	94%	75%	93%	90%
Not Included in Accountability: Mobile	5%	5%	**10%**	8%	8%	11%	*	-	-	*	11%	*	5%	23%	6%	9%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	*	-	-	*	2%	*	0%	2%	1%	1%
Not Tested	1%	2%	**0%**	0%	0%	2%	*	-	-	*	0%	*	1%	0%	1%	0%
Absent	1%	2%	**0%**	0%	0%	2%	*	-	-	*	0%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**99%**	100%	99%	98%	*	-	-	*	98%	*	99%	98%	99%	99%
Included in Accountability	93%	93%	**89%**	92%	91%	87%	*	-	-	*	87%	*	94%	75%	93%	90%
Not Included in Accountability: Mobile	5%	5%	**10%**	8%	8%	11%	*	-	-	*	11%	*	5%	23%	6%	9%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**1%**	0%	1%	2%	*	-	-	*	2%	*	1%	2%	1%	1%
Absent	1%	1%	**1%**	0%	1%	2%	*	-	-	*	2%	*	1%	2%	1%	1%
Other	0%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	97%	**100%**	*	100%	100%	*	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	92%	**88%**	*	90%	83%	*	-	-	-	100%	-	93%	78%	92%	94%
Not Included in Accountability: Mobile	4%	4%	**12%**	*	10%	17%	*	-	-	-	0%	-	7%	22%	8%	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%	0%	**0%**	*	0%	0%	*	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	2%	3%	**0%**	*	0%	0%	*	-	-	-	0%	-	0%	0%	0%	0%
Absent	1%	3%	**0%**	*	0%	0%	*	-	-	-	0%	-	0%	0%	0%	0%
Other	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%	90.0%	**93.3%**	94.7%	93.1%	93.7%	*	-	-	*	92.6%	92.9%	93.6%
2020-21	95.0%	93.0%	**94.8%**	92.0%	94.6%	96.2%	*	-	-	*	92.3%	94.3%	94.4%
Chronic Absenteeism													
2021-22	25.7%	34.7%	**23.9%**	10.5%	25.4%	22.7%	*	-	-	0.0%	30.3%	24.8%	25.9%
2020-21	15.0%	22.5%	**16.2%**	22.2%	17.5%	8.2%	*	-	-	*	22.2%	18.3%	18.9%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	92.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	91.4%	-	-	-	-	-	-	-	-	-	-	-

	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%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
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%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	1.2%	-	-	-	-	-	-	-	-	-	-	-
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%	69.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	69.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	72.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	70.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	68.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	70.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	68.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	456	368,686
By Ethnicity:				
African American	-	-	24	45,227
Hispanic	-	-	321	191,125
White	-	-	103	103,171
American Indian	-	-	1	1,159
Asian	-	-	1	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	5	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)	-	-	137	51,023
Foundation H.S. Program (Endorsement)	-	-	8	14,179
Foundation H.S. Program (DLA)	-	-	311	302,917
Special Education Graduates	-	-	49	32,447
Economically Disadvantaged Graduates	-	-	261	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	23	40,398
At-Risk Graduates	-	-	255	159,689
CTE Completers	-	-	91	107,502

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	443	100.0%	7,197	5,504,150	443	100.0%	7,239	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.9%	0.7%	0	0.0%	1.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	70	15.8%	6.6%	6.7%	70	15.8%	6.6%	6.7%
Grade 1	71	16.0%	7.1%	7.2%	71	16.0%	7.0%	7.2%
Grade 2	77	17.4%	7.0%	7.2%	77	17.4%	7.0%	7.2%
Grade 3	66	14.9%	7.2%	7.2%	66	14.9%	7.2%	7.1%
Grade 4	80	18.1%	7.3%	7.2%	80	18.1%	7.3%	7.1%
Grade 5	79	17.8%	7.1%	7.2%	79	17.8%	7.1%	7.2%
Grade 6	0	0.0%	6.6%	7.3%	0	0.0%	6.5%	7.2%
Grade 7	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.8%	7.7%	0	0.0%	7.7%	7.7%
Grade 9	0	0.0%	10.2%	8.7%	0	0.0%	10.1%	8.7%
Grade 10	0	0.0%	8.1%	7.9%	0	0.0%	8.1%	7.9%
Grade 11	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 12	0	0.0%	6.0%	6.6%	0	0.0%	6.0%	6.6%
Ethnic Distribution:								
African American	17	3.8%	3.6%	12.8%	17	3.8%	3.6%	12.8%
Hispanic	358	80.8%	70.6%	53.0%	358	80.8%	70.5%	52.9%
White	63	14.2%	23.5%	25.6%	63	14.2%	23.7%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.3%	5.1%	0	0.0%	0.3%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	5	1.1%	1.7%	3.0%	5	1.1%	1.7%	3.0%
Sex:								
Female	226	51.0%	48.0%	48.8%	226	51.0%	48.0%	48.8%
Male	217	49.0%	52.0%	51.2%	217	49.0%	52.0%	51.2%
Economically Disadvantaged	379	85.6%	77.4%	62.1%	379	85.6%	77.2%	62.0%
Non-Educationally Disadvantaged	64	14.4%	22.6%	37.9%	64	14.4%	22.8%	38.0%
Section 504 Students	20	4.5%	7.5%	7.4%	20	4.5%	7.5%	7.4%
EB Students/EL	114	25.7%	12.9%	23.1%	114	25.7%	12.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	3	0.6%	3.4%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	10	2.3%	4.3%	5.5%	10	2.3%	4.3%	5.5%
Foster Care	3	0.7%	0.3%	0.2%	3	0.7%	0.3%	0.2%
Homeless	3	0.7%	1.3%	1.3%	3	0.7%	1.3%	1.3%
Immigrant	9	2.0%	1.3%	2.2%	9	2.0%	1.3%	2.2%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	443	100.0%	58.4%	64.6%	443	100.0%	58.6%	64.6%
Military Connected	10	2.3%	1.3%	3.6%	10	2.3%	1.3%	3.6%
At-Risk	260	58.7%	60.8%	53.3%	260	58.7%	60.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	142	32.1%	14.0%	23.2%	142	32.1%	13.9%	23.2%
Career and Technical Education	0	0.0%	19.9%	26.5%	0	0.0%	19.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	59.4%	72.3%	0	-	59.3%	72.2%
Gifted and Talented Education	41	9.3%	7.8%	8.2%	41	9.3%	7.7%	8.2%
Special Education	65	14.7%	16.0%	12.6%	65	14.7%	16.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	65							
By Type of Primary Disability								
Students with Intellectual Disabilities	24	36.9%	40.8%	44.1%				
Students with Physical Disabilities	22	33.8%	19.2%	20.0%				
Students with Autism	8	12.3%	18.3%	15.5%				
Students with Behavioral Disabilities	11	16.9%	19.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	84	19.4%	23.0%	16.8%				
By Ethnicity:								
African American	4	0.9%	1.3%	3.3%				
Hispanic	64	14.7%	16.3%	8.7%				
White	15	3.5%	4.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	23	25.3%	23.0%	18.6%				
Count and Percent of EB Students/EL who are Mobile	22	19.3%	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	65	19.3%	23.7%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	86	22.5%	19.1%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.5%	0.7%	1.5%	0.0%	1.6%	4.5%
Grade 1	1.6%	0.5%	2.5%	6.3%	2.3%	3.6%
Grade 2	0.0%	0.5%	1.6%	0.0%	1.1%	2.0%
Grade 3	0.0%	0.7%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	-	24.8%	8.7%	-	41.5%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.0	19.4	18.7
Grade 1	13.8	17.6	19.1
Grade 2	21.3	18.6	19.1
Grade 3	16.6	18.9	19.3
Grade 4	20.7	18.2	19.4
Grade 5	19.7	18.1	20.8
Grade 6	-	16.6	19.2
Secondary:			
English/Language Arts	-	12.6	16.2
Foreign Languages	-	21.4	18.8
Mathematics	-	15.1	17.5
Science	-	17.5	18.5
Social Studies	-	17.7	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	42.3	100.0%	100.0%	100.0%
Professional Staff:	35.3	83.5%	62.0%	64.1%
Teachers	29.9	70.8%	43.8%	48.7%
Professional Support	3.4	8.0%	13.7%	10.9%
Campus Administration (School Leadership)	2.0	4.7%	3.3%	3.3%
Educational Aides:	7.0	16.5%	10.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	8.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	23.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	26.9	63.7%	51.2%	53.2%
Teachers by Ethnicity:				
African American	1.0	3.3%	3.3%	11.8%
Hispanic	16.9	56.6%	34.7%	29.6%
White	12.0	40.1%	60.7%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	1.0	3.3%	22.4%	24.4%
Females	28.9	96.7%	77.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	25.9	86.6%	73.8%	72.2%
Masters	4.0	13.4%	26.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	10.0%	10.0%	9.7%
1-5 Years Experience	12.9	43.2%	36.9%	26.3%
6-10 Years Experience	4.0	13.4%	18.2%	20.5%
11-20 Years Experience	7.0	23.4%	22.7%	27.2%
21-30 Years Experience	2.0	6.7%	10.3%	13.3%
Over 30 Years Experience	1.0	3.3%	1.9%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
PATLAN EL (094901108) - SEGUIN ISD - GUADALUPE COUNTY

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	14.8	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	3.8	6.1
Average Years Experience of Principals with District	1.0	3.5	5.3
Average Years Experience of Assistant Principals	4.0	3.6	5.2
Average Years Experience of Assistant Principals with District	1.0	2.7	4.4
Average Years Experience of Teachers:	8.9	8.9	11.0
Average Years Experience of Teachers with District:	3.8	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,000	$55,464	$53,300
1-5 Years Experience	$55,275	$56,117	$56,516
6-10 Years Experience	$57,077	$57,457	$59,732
11-20 Years Experience	$62,078	$61,136	$63,389
21-30 Years Experience	$64,720	$64,963	$67,876
Over 30 Years Experience	$64,519	$72,352	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$57,919	$58,649	$60,717
Professional Support	$66,146	$69,764	$72,022
Campus Administration (School Leadership)	$78,668	$87,217	$85,167
Instructional Staff Percent:	n/a	60.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	4.0	13.2%	6.3%	5.9%
Career and Technical Education	0.0	0.0%	3.8%	5.4%
Compensatory Education	2.0	6.7%	2.6%	3.2%
Gifted and Talented Education	0.0	0.0%	2.4%	1.7%
Regular Education	23.0	76.8%	75.4%	70.6%
Special Education	1.0	3.3%	7.5%	9.7%
Other	0.0	0.0%	2.0%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
    (To open link in a new window, press the "Ctrl" key and click on the link.)

2022 – 2023

Administrators

Lesli Mahaffey...Principal

David Lopez...Assistant Principal

Seguin Independent School District

Koennecke Elementary School

2022-2023 Formative Review

Mission Statement

Relationships before Rigor

Grace before Grades

Love before Lessons

Vision

Koennecke Kids CAN achieve and succeed without exceptions or excuses.

Value Statement

Creating growth opportunities for ALL

Show respect and empathy

Foster relationships to be better together

Value our health to maintain a work/life balance

Nurture diverse learners, Collaborate & communicate

Table of Contents

Goals

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 44% to 49% by August 2023.

Performance Objective 1: By the end of 2022-23 school year, the percentage of students achieving Meets grade level or above on the STAAR reading in grades 3-5 will improve from 47% to 52%.

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** STAAR
> Local Assessment data
>
> **Summative Evaluation:** Some progress made toward meeting Objective
>
> **Next Year's Recommendation:** Continue and modify to improve strategies for special pops

Strategy 1 Details	Reviews			
Strategy 1: Implement professional learning for foundational skill instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher capacity in foundational skills instruction resulting in more students performing on grade level in reading measure	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and academic dean **Funding Sources:** instructional supplies - 211 Title I - 211.11.00.109.3.24.000.6399 - $500, teacher books for book study - 211 Title I - 211.13.00.109.3.24.000.6399 - $500	25%	45%	100%	→

Strategy 2 Details	Reviews			
Strategy 2: Provide academic interventions outside the school day	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase academic performance in reading	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5 **Funding Sources:** ACE Tutors - 211 Title I - 211.11.00.109.3.24.000.6118 - $25,000, after school tutors (non-ACE) - 211 Title I - 211.11.00.109.3.24.000.6118 - $9,000	30%	45%	95%	→

Strategy 3 Details	Reviews			
Strategy 3: Implement 5th grade literacy lab	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase reading scores	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Academic Dean **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4, 5 **Funding Sources:** - 211 Title I	N/A	40%	50%	✕

Strategy 4 Details	Reviews			
Strategy 4: Implement use of Think Up resource	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase overall reading scores by aligning strategies with implementation of Think Up resource	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Academic Dean **Title I:** 2.4 **Funding Sources:** Think Up reading resource from Mentoring Minds - 211 Title I - $400	N/A	55%	80%	→

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

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness)

Reading from 44% to 49% by August 2023.

Performance Objective 2: By the end of 2022-23 school year, the percentage of students who perform on grade level in ISIP reading in grades K-2, will improve from 39% to 49%.

High Priority

HB3 Goal

Evaluation Data Sources: ISIP

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue to focus on foundational reading

Strategy 1 Details	Reviews			
Strategy 1: Implement SGRI lessons in K-2 with fidelity	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in teacher capacity to deliver foundational reading instruction resulting in more students reading on grade level	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Academic Dean **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5 **Funding Sources:** substitutes - 211 Title I - 211.11.00.109.3.24.000.6112 - $1,000	50%	50%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: Implement use of Benchmark decodable readers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Istation scores and decrease in students at-risk for reading difficulties	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and academic dean **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	N/A	N/A	N/A	→

Strategy 3 Details	Reviews			
Strategy 3: implement use of interactive word wall to support explicit literacy intstruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase students in k-2 who perform on grade level on Istation	**Nov**	**Jan**	**Mar**	**June**
Title I: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	N/A	N/A	N/A	→

Strategy 4 Details	Reviews			
Strategy 4: Implement blending board strategy for use in foundational skills intervention	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase summative and formative reading assessment data	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: principal and academic dean **Title I:** 2.4	N/A	N/A	N/A	→

Strategy 5 Details	Reviews			
Strategy 5: Improve access to Spanish and English high quality texts accessible in classroom libraries	**Formative**			**Summative**
Strategy's Expected Result/Impact: improved summative and formative reading scores	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: principal and academic dean **Title I:** 2.4, 2.6	N/A	N/A	N/A	→

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

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 31% to 36% by August 2023.

Performance Objective 1: By the end of 2022-23 school year, the percentage of students achieving Meets grade level or above on the STAAR math in grades 3-5 will improve from 39% to 44%.

High Priority

Evaluation Data Sources: STAAR
Local assessment data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue and modify to improve strategies for special pops including a focus on SpEd and DL

Strategy 1 Details	Reviews			
Strategy 1: Implement new math resource with fidelity	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in math scores by supporting teachers in delivering components of new math resource with fidelity	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and academic dean **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** classroom timers - 211 Title I - 211.11.00.109.3.24.000.6399 - $400	20%	55%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: Lower student to teacher ratio in math intervention by hiring a math tutor to support intervention 3x week	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase formative and summative math assessment scores	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and academic dean **Title I:** 2.4	N/A	N/A	90%	→

Strategy 3 Details	Reviews			
Strategy 3: Implement math intervention using Math Stackers resource to support conceptual understanding	**Formative**			**Summative**
Strategy's Expected Result/Impact: improved summative and formative math assessment score	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and academic dean **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	N/A	N/A	N/A	→

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

Goal 3: Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) using STAAR percentages. Koennecke will move from 61/42/21 to 80/52/30 by 2023 in the areas of approaches, meets, and masters

Performance Objective 1: By the end of the 2022-2023 school year, overall STAAR scores for Koennecke 3-5 students will increase for students in all subjects from 61/42/21 to 80/52/30 in the areas of approaches, meets, and masters.

Evaluation Data Sources: STAAR

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Adjust based on data and focus on special pops and achievement

Strategy 1 Details			Reviews		
Strategy 1: Create incentives to increase attendance			**Formative**		**Summative**
Strategy's Expected Result/Impact: improved attendance		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principal **Title I:** 2.6		25%	40%	55%	→

Strategy 2 Details			Reviews		
Strategy 2: Improve testing environment with appropriate testing tools			**Formative**		**Summative**
Strategy's Expected Result/Impact: More valid test scores with use of privacy desk folder		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, assistant principal, and academic dean **Title I:** 2.4		N/A	N/A	90%	→

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

Goal 4: Koennecke Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: By May 2023, the Panorama Student Survey SEL score (Emotion regulation, Grit, Social Awareness) in grades 3-5 will improve to 8% or above the national norm.

High Priority

Evaluation Data Sources: Panorama survey

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue positive action lessons, continue SEL lessons with counselor, implement Pickle and Popsicle Pals

Strategy 1 Details		Reviews			
Strategy 1: Delivery daily positive action lessons with fidelity		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve scores on SEL survey		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principal **Title I:** 2.6		N/A	100%	100%	→

Strategy 2 Details		Reviews			
Strategy 2: Counselor will implement once-monthly guidance lessons K-5 and targeted small groups for 3-5		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase scores on SEL survey, decrease in referrals and behavior incidents documented in Panorama		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and counselor **Title I:** 2.4, 2.6 **Funding Sources:** Character Strong Purposeful People SEL toolkit - 211 Title I - $3,753.88		N/A	100%	100%	→

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

Goal 4: Koennecke Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 2: Koennecke Elementary will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning.

Evaluation Data Sources: Panorama Survey

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Monitor student assessment data and correlation to LiiNK

Strategy 1 Details	Reviews			
Strategy 1: Expand LiiNK to include 4th grade	**Formative**			**Summative**
Strategy's Expected Result/Impact: decrease in behavior referrals and increase in academics	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principal	25%	55%	65%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue
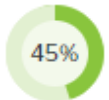
Goal 4: Koennecke Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 3: By the end of the 2022-2023 school year, Koennecke will increase attendance from 93.4% to 95%.

Evaluation Data Sources: TEAMS

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to innovate incentives and methods to engage parents to improve attendance, behavior, and academics

Strategy 1 Details	Reviews			
Strategy 1: Implement Attitude, Academics, and Attendance program	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in attendance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principal **Title I:** 2.6	35%	45%	50%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: Koennecke Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 4: Koennecke Elementary will increase opportunities and allocate resources to improve social emotional wellness and improve outcomes.

Evaluation Data Sources: panorama data, SEL survey and referrals

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Counselor will continue to implement SEL groups and implement pickle and popsicle pals
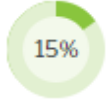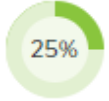
Strategy 1 Details	Reviews			
Strategy 1: Implement campus wide SEL whole groups lessons with counselor	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved perceptions of social emotional wellness reported on student surveys	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: principal and counselor	N/A	N/A	N/A	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Koennecke Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: Koennecke elementary will keep teacher attrition below 16%.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to collaborate with SBDM to determine strategies to retain high-quality teachers

Strategy 1 Details	Reviews			
Strategy 1: Listen to teachers, frequent rewards, hour lunch team incentive, Matador class of the week, grade level attendance rewards teacher included.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	5%	40%	70%	→
Strategy 2 Details	Reviews			
Strategy 2: Partnership with Seguin PD	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	15%	25%	40%	→

Strategy 3 Details		Reviews			
Strategy 3: Implement UFLI staff training		**Formative**			**Summative**
Strategy's Expected Result/Impact: improve staff satisfaction by responding to survey results requesting more training in SOR		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and academic dean		N/A	25%	35%	→
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math					

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

Goal 6: Koennecke Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: By Spring 2023, Koennecke will increase the number of parents who are involved in parent groups and events on campus by 25% as measured by the Panorama survey.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Increase number or parents in activities on campus and move to create more academic based activties

Strategy 1 Details		Reviews			
Strategy 1: Parent Leaders Workshop, Watch Dogs, Dual language parent night, parent night/academic night/choir performances		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
		30%	45%	50%	→
Strategy 2 Details		Reviews			
Strategy 2: Koennecke will improve stakeholder perception with school-wide events focused on culminating student academic project, such as wax museum presentations, Texas Day activities, and project boards related to science units.		**Formative**			**Summative**
Strategy's Expected Result/Impact: principal and academic dean		**Nov**	**Jan**	**Mar**	**June**
Title I: 2.4, 4.2		N/A	N/A	60%	→

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

Goal 6: Koennecke Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: By 2023, Koennecke will work to improve the district's image as measured by Net Promoter score the Vision Week survey data.

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: continue to work to improve these partnerships

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Partnership with Seguin PD	**Nov**	**Jan**	**Mar**	**June**
	15%	25%	40%	→

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

Goal 6: Koennecke Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 3: By Spring 2023, Koennecke will increase the percentage of parents by 10% who indicate that school involvement for opportunities is favorable as measured by the Panorama Survey.

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: Continue to improve this initiatives by increasing participation
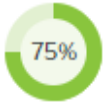
Strategy 1 Details		Reviews			
Strategy 1: Parent Leaders Workshop		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
		10%	30%	55%	→

Strategy 2 Details		Reviews			
Strategy 2: Implement family reading night with book bingo		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent involvement		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and academic dean **Title I:** 4.2		N/A	N/A	100%	→

Strategy 3 Details		Reviews			
Strategy 3: Implement use of parent communication folders to facilitate daily communication		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the percentage of parents who feel involved in school opportunities through daily communication about academics, attendance, behavior, and school and district events		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and assistant principal **Title I:** 2.4, 2.6		15%	65%	95%	→

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

Goal 7: Koennecke will increase the overall accountability rating from 81 to 85 by August 2023.

Performance Objective 1: Koennecke will increase the overall accountability rating from 81 to 85 by August 2023.

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: Adjust based on new ratings to continue to close gaps and increase achievement for all students

Strategy 1 Details	Reviews			
Strategy 1: Implement instruction using Science Step Up to TEKS, Forde Ferrier, and Think Up Science Resource	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in science scores **Staff Responsible for Monitoring:** Principal and Academic Dean **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 3 **Funding Sources:** Science Step Up TEKS - 211 Title I - 211.11.00.109.3.24.000.6399 - $750, Forde Ferrier science resources in Spanish and English - 211 Title I - $1,380, Think Up Science Resource - 211 Title I - $100	**Nov** 15%	**Jan** 50%	**Mar** 75%	**June** →

Strategy 2 Details	Reviews			
Strategy 2: Increase teacher capacity and preparation for STAAR 2.O by attending Lead4ward Rockin' Review	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in formative and summative assessment scores **Staff Responsible for Monitoring:** Principal and academic dean **Title I:** 2.4	**Nov** N/A	**Jan** N/A	**Mar** 55%	**June** →

Strategy 3 Details	Reviews			
Strategy 3: Improve instruction and teacher access to technology and resources through use of hand-held technology for instructional staff through purchase of Ipads and Apple pencils	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in formative and summative assessment scores **Staff Responsible for Monitoring:** Principal and librarian **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	**Nov** N/A	**Jan** N/A	**Mar** 90%	**June** →

Strategy 4 Details	Reviews			
Strategy 4: Improve instruction by training all instructional staff on basic rules of English to support all students in decoding text using Sounding ouf the Sight Words resource	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in summative and formative assessment scores **Staff Responsible for Monitoring:** Principal and academic dean **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	**Nov** N/A	**Jan** N/A	**Mar** N/A	**June** →

Strategy 5 Details	Reviews			
Strategy 5: Koennecke will improve student performance on summative and formative assessments by providing students with access to appropriate resources to support using technology including headphones and keyboards	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in summative and formative assessment scores **Staff Responsible for Monitoring:** principal and assistant principal **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	N/A	N/A	85%	→

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: SEGUIN ISD

Campus Name: KOENNECKE EL

Campus Number: 094901109

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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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	67%	**71%**	-	66%	85%	-	*	-	*	50%	*	71%	71%	70%	61%
	2022	76%	68%	**68%**	-	62%	88%	-	-	-	*	27%	-	66%	82%	64%	60%
At Meets Grade Level or Above	2023	50%	40%	**46%**	-	41%	59%	-	*	-	*	15%	*	47%	43%	41%	22%
	2022	51%	40%	**42%**	-	36%	65%	-	-	-	*	9%	-	37%	73%	38%	27%
At Masters Grade Level	2023	20%	11%	**16%**	-	16%	15%	-	*	-	*	8%	*	18%	10%	11%	13%
	2022	30%	25%	**24%**	-	21%	35%	-	-	-	*	0%	-	21%	45%	19%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	70%	**65%**	-	58%	78%	-	*	-	*	35%	*	61%	76%	60%	57%
	2022	71%	64%	**57%**	-	51%	82%	-	-	-	*	18%	-	53%	82%	47%	47%
At Meets Grade Level or Above	2023	45%	37%	**35%**	-	28%	56%	-	*	-	*	15%	*	38%	29%	30%	13%
	2022	43%	36%	**32%**	-	23%	65%	-	-	-	*	9%	-	25%	73%	26%	13%
At Masters Grade Level	2023	19%	11%	**13%**	-	9%	22%	-	*	-	*	4%	*	14%	10%	11%	4%
	2022	21%	16%	**15%**	-	10%	35%	-	-	-	*	9%	-	10%	45%	13%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	69%	**76%**	*	71%	89%	-	*	-	-	42%	-	75%	80%	70%	65%
	2022	77%	71%	**73%**	*	66%	95%	-	-	*	*	20%	*	73%	73%	64%	40%
At Meets Grade Level or Above	2023	48%	36%	**43%**	*	35%	63%	-	*	-	-	0%	-	38%	60%	38%	26%
	2022	54%	47%	**52%**	*	43%	75%	-	-	*	*	0%	*	47%	62%	37%	20%
At Masters Grade Level	2023	22%	13%	**20%**	*	15%	37%	-	*	-	-	0%	-	16%	35%	16%	3%
	2022	28%	23%	**27%**	*	25%	35%	-	-	*	*	0%	*	25%	31%	17%	5%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	64%	**75%**	*	70%	89%	-	*	-	-	33%	-	73%	80%	70%	69%
	2022	70%	67%	**74%**	*	66%	95%	-	-	*	*	30%	*	69%	85%	66%	70%
At Meets Grade Level or Above	2023	48%	39%	**55%**	*	44%	84%	-	*	-	-	8%	-	50%	70%	49%	38%
	2022	43%	39%	**49%**	*	39%	75%	-	-	*	*	0%	*	47%	54%	39%	20%
At Masters Grade Level	2023	22%	16%	**30%**	*	21%	58%	-	*	-	-	0%	-	28%	35%	26%	19%
	2022	23%	15%	**22%**	*	16%	45%	-	-	*	*	0%	*	22%	23%	15%	5%
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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	76%	**81%**	*	80%	90%	-	-	*	*	36%	*	79%	88%	77%	68%
	2022	81%	75%	**72%**	*	63%	94%	-	-	-	-	25%	*	73%	67%	61%	55%
At Meets Grade Level or Above	2023	57%	50%	**64%**	*	56%	86%	-	-	*	*	14%	*	60%	76%	57%	36%
	2022	58%	46%	**49%**	*	39%	72%	-	-	-	-	17%	*	49%	50%	32%	20%
At Masters Grade Level	2023	28%	22%	**32%**	*	27%	43%	-	-	*	*	7%	*	31%	35%	30%	8%
	2022	36%	26%	**32%**	*	18%	61%	-	-	-	-	17%	*	31%	33%	16%	10%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	71%	**68%**	*	66%	76%	-	-	*	*	29%	*	66%	76%	66%	72%
	2022	77%	70%	**61%**	*	53%	83%	-	-	-	-	17%	*	61%	67%	53%	55%
At Meets Grade Level or Above	2023	51%	39%	**33%**	*	24%	52%	-	-	*	*	7%	*	34%	29%	27%	20%
	2022	48%	41%	**33%**	*	26%	50%	-	-	-	-	8%	*	33%	33%	21%	15%
At Masters Grade Level	2023	21%	14%	**19%**	*	14%	33%	-	-	*	*	7%	*	19%	18%	16%	8%
	2022	25%	16%	**14%**	*	5%	33%	-	-	-	-	8%	*	14%	17%	11%	5%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	63%	**65%**	*	57%	86%	-	-	*	*	21%	*	61%	82%	61%	29%
	2022	66%	64%	**60%**	*	50%	83%	-	-	-	-	17%	*	61%	50%	45%	50%
At Meets Grade Level or Above	2023	36%	33%	**32%**	*	24%	52%	-	-	*	*	7%	*	28%	47%	28%	8%
	2022	38%	33%	**33%**	*	24%	56%	-	-	-	-	8%	*	35%	17%	24%	20%
At Masters Grade Level	2023	16%	16%	**17%**	*	14%	29%	-	-	*	*	0%	*	16%	18%	12%	8%
	2022	18%	13%	**11%**	*	5%	22%	-	-	-	-	8%	*	10%	17%	8%	5%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	67%	**71%**	40%	67%	85%	-	*	*	73%	36%	100%	69%	79%	68%	61%
	2022	74%	63%	**67%**	20%	59%	89%	-	-	*	63%	22%	100%	65%	76%	58%	54%
At Meets Grade Level or Above	2023	49%	37%	**44%**	40%	36%	64%	-	*	*	55%	11%	55%	42%	50%	38%	24%
	2022	48%	34%	**42%**	0%	33%	66%	-	-	*	50%	8%	80%	39%	57%	32%	19%
At Masters Grade Level	2023	20%	12%	**21%**	0%	16%	32%	-	*	*	27%	4%	27%	20%	23%	17%	9%
	2022	23%	14%	**21%**	0%	15%	38%	-	-	*	13%	6%	40%	19%	30%	14%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	**76%**	*	72%	88%	-	*	*	*	44%	100%	75%	79%	73%	65%
	2022	75%	64%	**71%**	*	64%	93%	-	-	*	*	24%	*	70%	74%	63%	53%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	40%	**51%**	*	44%	69%	-	*	*	*	12%	60%	49%	59%	46%	28%
	2022	53%	39%	**47%**	*	39%	71%	-	-	*	*	9%	*	44%	63%	36%	23%
At Masters Grade Level	2023	20%	12%	**23%**	*	19%	30%	-	*	*	*	6%	20%	22%	26%	19%	8%
	2022	25%	16%	**27%**	*	22%	44%	-	-	*	*	6%	*	25%	35%	17%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	63%	**69%**	*	65%	81%	-	*	*	*	33%	100%	67%	78%	65%	66%
	2022	72%	59%	**65%**	*	57%	87%	-	-	*	*	21%	*	60%	81%	56%	56%
At Meets Grade Level or Above	2023	45%	30%	**41%**	*	32%	63%	-	*	*	*	12%	40%	40%	43%	35%	25%
	2022	42%	27%	**39%**	*	30%	64%	-	-	*	*	6%	*	34%	56%	30%	16%
At Masters Grade Level	2023	19%	10%	**20%**	*	15%	36%	-	*	*	*	4%	20%	20%	21%	17%	11%
	2022	20%	10%	**18%**	*	11%	38%	-	-	*	*	6%	*	15%	28%	13%	6%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	72%	**65%**	*	57%	86%	-	-	*	*	21%	*	61%	82%	61%	29%
	2022	76%	66%	**60%**	*	50%	83%	-	-	-	-	17%	*	61%	50%	45%	50%
At Meets Grade Level or Above	2023	47%	39%	**32%**	*	24%	52%	-	-	*	*	7%	*	28%	47%	28%	8%
	2022	47%	34%	**33%**	*	24%	56%	-	-	-	-	8%	*	35%	17%	24%	20%
At Masters Grade Level	2023	18%	14%	**17%**	*	14%	29%	-	-	*	*	0%	*	16%	18%	12%	8%
	2022	21%	12%	**11%**	*	5%	22%	-	-	-	-	8%	*	10%	17%	8%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	29%	**33%**	-	27%	52%	-	*	-	*	12%	*	35%	29%	27%	13%
	2022	36%	28%	**30%**	-	23%	59%	-	-	-	*	9%	-	25%	64%	25%	13%
Reading and Mathematics Including EOC	2023	37%	29%	**33%**	-	27%	52%	-	*	-	*	12%	*	35%	29%	27%	13%
	2022	36%	28%	**30%**	-	23%	59%	-	-	-	*	9%	-	25%	64%	25%	13%
Reading Including EOC	2023	50%	40%	**46%**	-	41%	59%	-	*	-	*	15%	*	47%	43%	41%	22%
	2022	51%	40%	**42%**	-	36%	65%	-	-	-	*	9%	-	37%	73%	38%	27%
Math Including EOC	2023	45%	37%	**35%**	-	28%	56%	-	*	-	*	15%	*	38%	29%	30%	13%
	2022	43%	36%	**32%**	-	23%	65%	-	-	-	*	9%	-	25%	73%	26%	13%
4th Graders																	
Reading and Mathematics	2023	38%	28%	**42%**	*	34%	63%	-	*	-	-	0%	-	37%	60%	36%	23%
	2022	36%	31%	**41%**	*	32%	60%	-	-	*	*	0%	*	36%	50%	27%	10%

	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%	28%	**42%**	*	34%	63%	-	*	-	-	0%	-	37%	60%	36%	23%
	2022	36%	31%	**41%**	*	32%	60%	-	-	*	*	0%	*	36%	50%	27%	10%
Reading Including EOC	2023	48%	35%	**43%**	*	35%	63%	-	*	-	-	0%	-	38%	60%	38%	26%
	2022	54%	47%	**52%**	*	43%	75%	-	-	*	*	0%	*	47%	62%	37%	20%
Math Including EOC	2023	48%	39%	**55%**	*	44%	84%	-	*	-	-	8%	-	50%	70%	49%	38%
	2022	43%	39%	**49%**	*	39%	75%	-	-	*	*	0%	*	47%	54%	39%	20%
5th Graders																	
Reading and Mathematics	2023	43%	34%	**32%**	*	22%	52%	-	-	*	*	7%	*	34%	24%	26%	16%
	2022	41%	32%	**30%**	*	24%	44%	-	-	-	-	8%	*	29%	33%	16%	15%
Reading and Mathematics Including EOC	2023	43%	34%	**32%**	*	22%	52%	-	-	*	*	7%	*	34%	24%	26%	16%
	2022	41%	32%	**30%**	*	24%	44%	-	-	-	-	8%	*	29%	33%	16%	15%
Reading Including EOC	2023	57%	50%	**64%**	*	56%	86%	-	-	*	*	14%	*	60%	76%	57%	36%
	2022	58%	46%	**49%**	*	39%	72%	-	-	-	-	17%	*	49%	50%	32%	20%
Math Including EOC	2023	51%	39%	**33%**	*	24%	52%	-	-	*	*	7%	*	34%	29%	27%	20%
	2022	48%	41%	**33%**	*	26%	50%	-	-	-	-	8%	*	33%	33%	21%	15%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	25%	**36%**	*	28%	55%	-	*	*	*	8%	40%	35%	38%	29%	18%
	2022	34%	22%	**34%**	*	26%	55%	-	-	*	*	6%	*	30%	51%	23%	13%
Reading and Mathematics Including EOC	2023	39%	27%	**36%**	*	28%	55%	-	*	*	*	8%	40%	35%	38%	29%	18%
	2022	36%	24%	**34%**	*	26%	55%	-	-	*	*	6%	*	30%	51%	23%	13%
Reading Including EOC	2023	53%	42%	**51%**	*	44%	69%	-	*	*	*	12%	60%	49%	59%	46%	28%
	2022	53%	40%	**47%**	*	39%	71%	-	-	*	*	9%	*	44%	63%	36%	23%
Math Including EOC	2023	47%	32%	**41%**	*	32%	63%	-	*	*	*	12%	40%	40%	43%	35%	25%
	2022	43%	29%	**39%**	*	30%	64%	-	-	*	*	6%	*	34%	56%	30%	16%

* 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%	47%	**58%**	-	52%	76%	-	-	-	-	38%	-	59%	53%	56%	43%
Grade 4 Mathematics	2023	63%	60%	**79%**	-	78%	82%	-	-	-	-	58%	-	80%	73%	78%	82%
Grade 5 ELA/Reading	2023	65%	64%	**72%**	*	68%	78%	-	-	*	*	46%	*	71%	79%	72%	65%
Grade 5 Mathematics	2023	71%	63%	**42%**	*	39%	43%	-	-	*	*	50%	*	45%	29%	38%	40%
All Grades Both Subjects	2023	64%	58%	**63%**	*	60%	69%	-	-	*	100%	48%	*	63%	59%	60%	58%
All Grades ELA/Reading	2023	63%	58%	**65%**	*	60%	77%	-	-	*	*	42%	*	65%	66%	65%	53%
All Grades Mathematics	2023	66%	59%	**60%**	*	59%	61%	-	-	*	*	54%	*	62%	52%	56%	63%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	29%	**36%**	-	36%	*	-	-	-	-	44%	-	36%	*	30%	31%
Grade 4 Mathematics	2023	27%	26%	**39%**	-	36%	60%	-	-	-	-	20%	-	39%	40%	39%	44%
Grade 5 ELA/Reading	2023	37%	33%	**32%**	*	38%	*	-	-	-	*	20%	-	33%	*	32%	42%
Grade 5 Mathematics	2023	48%	36%	**11%**	-	12%	*	-	-	-	*	11%	-	11%	*	11%	29%
All Grades Both Subjects	2023	38%	33%	**31%**	*	31%	40%	-	-	-	*	24%	-	31%	30%	29%	38%
All Grades ELA/Reading	2023	35%	33%	**34%**	*	37%	*	-	-	-	*	32%	-	35%	*	31%	36%
All Grades Mathematics	2023	40%	33%	**29%**	-	27%	50%	-	-	-	*	16%	-	28%	33%	28%	39%

* 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%	67%	**71%**	59%	-	-	64%	53%	-	-	-	-	-	71%	76%	60%	100%
	2022	74%	63%	**67%**	51%	51%	-	*	*	-	*	*	-	-	52%	73%	51%	100%
At Meets Grade Level or Above	2023	49%	37%	**44%**	23%	-	-	25%	19%	-	-	-	-	-	33%	53%	22%	80%
	2022	48%	34%	**42%**	10%	10%	-	*	*	-	*	*	-	-	19%	53%	16%	78%
At Masters Grade Level	2023	20%	12%	**21%**	9%	-	-	10%	7%	-	-	-	-	-	13%	26%	7%	80%
	2022	23%	14%	**21%**	0%	0%	-	*	*	-	*	*	-	-	9%	27%	5%	44%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	**76%**	63%	-	-	62%	65%	-	-	-	-	-	73%	81%	64%	*
	2022	75%	64%	**71%**	52%	53%	-	*	*	-	*	*	-	-	50%	80%	51%	*
At Meets Grade Level or Above	2023	53%	40%	**51%**	26%	-	-	22%	35%	-	-	-	-	-	36%	61%	26%	*
	2022	53%	39%	**47%**	14%	12%	-	*	*	-	*	*	-	-	22%	59%	21%	*
At Masters Grade Level	2023	20%	12%	**23%**	7%	-	-	7%	9%	-	-	-	-	-	9%	29%	5%	*
	2022	25%	16%	**27%**	0%	0%	-	*	*	-	*	*	-	-	11%	35%	7%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	63%	**69%**	67%	-	-	65%	70%	-	-	-	-	-	64%	70%	65%	*
	2022	72%	59%	**65%**	52%	53%	-	*	*	-	*	*	-	-	54%	69%	54%	*
At Meets Grade Level or Above	2023	45%	30%	**41%**	25%	-	-	28%	17%	-	-	-	-	-	27%	48%	23%	*
	2022	42%	27%	**39%**	5%	6%	-	*	*	-	*	*	-	-	17%	50%	13%	*
At Masters Grade Level	2023	19%	10%	**20%**	12%	-	-	13%	9%	-	-	-	-	-	9%	24%	9%	*
	2022	20%	10%	**18%**	0%	0%	-	*	*	-	*	*	-	-	7%	23%	4%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	72%	**65%**	23%	-	-	-	23%	-	-	-	-	-	*	80%	26%	*
	2022	76%	66%	**60%**	47%	47%	-	-	-	-	-	-	-	-	*	65%	41%	*
At Meets Grade Level or Above	2023	47%	39%	**32%**	5%	-	-	-	5%	-	-	-	-	-	*	42%	9%	*
	2022	47%	34%	**33%**	12%	12%	-	-	-	-	-	-	-	-	*	41%	6%	*
At Masters Grade Level	2023	18%	14%	**17%**	5%	-	-	-	5%	-	-	-	-	-	*	20%	9%	*
	2022	21%	12%	**11%**	0%	0%	-	-	-	-	-	-	-	-	*	14%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	58%	**63%**	56%	-	-	58%	52%	-	-	-	-	-	80%	65%	56%	*
All Grades ELA/Reading	2023	63%	58%	**65%**	50%	-	-	37%	66%	-	-	-	-	-	80%	71%	51%	*
All Grades Mathematics	2023	66%	59%	**60%**	61%	-	-	80%	39%	-	-	-	-	-	80%	59%	62%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	33%	**31%**	36%	-	-	35%	37%	-	-	-	-	-	*	25%	38%	

	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%	33%	**34%**	30%	-	-	18%	42%	-	-	-	-	-	*	32%	36%	-
All Grades Mathematics	2023	40%	33%	**29%**	41%	-	-	47%	29%	-	-	-	-	-	*	21%	39%	-

* 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%	99%
Included in Accountability	93%	93%	**96%**	100%	95%	99%	-	*	*	100%	96%	85%	99%	89%	99%	92%
Not Included in Accountability: Mobile	4%	5%	**2%**	0%	2%	1%	-	*	*	0%	4%	15%	1%	5%	0%	3%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	0%	-	*	*	0%	0%	0%	0%	5%	0%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	1%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	1%
Other	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%
Included in Accountability	92%	93%	**96%**	*	95%	99%	-	*	*	*	96%	83%	99%	89%	99%	92%
Not Included in Accountability: Mobile	4%	4%	**2%**	*	2%	1%	-	*	*	*	4%	17%	1%	5%	0%	2%
Not Included in Accountability: Other Exclusions	3%	2%	**2%**	*	3%	0%	-	*	*	*	0%	0%	0%	6%	0%	6%
Not Tested	1%	1%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Other	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%
Included in Accountability	94%	93%	**97%**	*	96%	99%	-	*	*	*	96%	83%	99%	91%	99%	94%
Not Included in Accountability: Mobile	5%	5%	**2%**	*	2%	1%	-	*	*	*	4%	17%	1%	5%	0%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	2%	0%	-	*	*	*	0%	0%	0%	5%	0%	4%
Not Tested	1%	1%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**99%**	*	98%	100%	-	-	*	*	100%	*	99%	100%	99%	96%
Included in Accountability	93%	93%	**94%**	*	92%	100%	-	-	*	*	93%	*	97%	85%	99%	89%
Not Included in Accountability: Mobile	4%	5%	**3%**	*	5%	0%	-	-	*	*	7%	*	1%	10%	0%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	2%	0%	-	-	*	*	0%	*	0%	5%	0%	4%
Not Tested	1%	2%	**1%**	*	2%	0%	-	-	*	*	0%	*	1%	0%	1%	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%	2%	1%	*	2%	0%	-	-	*	*	0%	*	1%	0%	1%	4%
Other	0%	0%	0%	*	0%	0%	-	-	*	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	92%	100%	93%	93%	-	-	*	100%	93%	100%	98%	75%	95%	88%
Not Included in Accountability: Mobile	5%	4%	7%	0%	6%	7%	-	-	*	0%	7%	0%	2%	22%	5%	10%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	0%	-	-	*	0%	0%	0%	0%	2%	0%	2%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	*	100%	100%	-	-	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	93%	93%	*	94%	93%	-	-	*	*	94%	*	97%	80%	95%	90%
Not Included in Accountability: Mobile	5%	5%	6%	*	5%	7%	-	-	*	*	6%	*	3%	19%	5%	9%
Not Included in Accountability: Other Exclusions	2%	1%	0%	*	1%	0%	-	-	*	*	0%	*	0%	2%	0%	1%
Not Tested	1%	2%	0%	*	0%	0%	-	-	*	*	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	*	0%	0%	-	-	*	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	*	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	100%	*	100%	100%	-	-	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	93%	*	94%	93%	-	-	*	*	94%	*	97%	80%	95%	90%
Not Included in Accountability: Mobile	5%	5%	6%	*	5%	7%	-	-	*	*	6%	*	3%	19%	5%	9%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	1%	0%	-	-	*	*	0%	*	0%	2%	0%	1%
Not Tested	1%	2%	0%	*	0%	0%	-	-	*	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	-	*	*	0%	*	0%	0%	0%	0%
Other	0%	1%	0%	*	0%	0%	-	-	*	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	97%	100%	*	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	88%	*	88%	90%	-	-	-	-	86%	*	100%	43%	93%	80%
Not Included in Accountability: Mobile	4%	4%	11%	*	9%	10%	-	-	-	-	14%	*	0%	50%	7%	16%

	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%	0%	**2%**	*	2%	0%	-	-	-	-	0%	*	0%	7%	0%	4%
Not Tested	2%	3%	**0%**	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	3%	**0%**	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	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%	90.0%	**93.6%**	*	93.2%	94.4%	-	*	*	95.4%	94.0%	93.1%	93.2%
2020-21	95.0%	93.0%	**94.1%**	96.2%	93.6%	94.7%	*	99.0%	*	95.0%	92.8%	93.3%	93.9%
Chronic Absenteeism													
2021-22	25.7%	34.7%	**20.3%**	*	21.3%	19.7%	-	*	*	0.0%	16.2%	22.6%	24.4%
2020-21	15.0%	22.5%	**17.3%**	16.7%	19.1%	13.8%	*	0.0%	*	23.1%	26.4%	20.3%	19.5%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	92.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	91.4%	-	-	-	-	-	-	-	-	-	-	-

	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%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
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%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	1.2%	-	-	-	-	-	-	-	-	-	-	-
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%	69.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	69.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	72.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	70.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	68.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	70.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	68.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	456	368,686
By Ethnicity:				
African American	-	-	24	45,227
Hispanic	-	-	321	191,125
White	-	-	103	103,171
American Indian	-	-	1	1,159
Asian	-	-	1	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	5	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)	-	-	137	51,023
Foundation H.S. Program (Endorsement)	-	-	8	14,179
Foundation H.S. Program (DLA)	-	-	311	302,917
Special Education Graduates	-	-	49	32,447
Economically Disadvantaged Graduates	-	-	261	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	23	40,398
At-Risk Graduates	-	-	255	159,689
CTE Completers	-	-	91	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	550	100.0%	7,197	5,504,150	550	100.0%	7,239	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.9%	0.7%	0	0.0%	1.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	87	15.8%	6.6%	6.7%	87	15.8%	6.6%	6.7%
Grade 1	92	16.7%	7.1%	7.2%	92	16.7%	7.0%	7.2%
Grade 2	99	18.0%	7.0%	7.2%	99	18.0%	7.0%	7.2%
Grade 3	95	17.3%	7.2%	7.2%	95	17.3%	7.2%	7.1%
Grade 4	87	15.8%	7.3%	7.2%	87	15.8%	7.3%	7.1%
Grade 5	90	16.4%	7.1%	7.2%	90	16.4%	7.1%	7.2%
Grade 6	0	0.0%	6.6%	7.3%	0	0.0%	6.5%	7.2%
Grade 7	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.8%	7.7%	0	0.0%	7.7%	7.7%
Grade 9	0	0.0%	10.2%	8.7%	0	0.0%	10.1%	8.7%
Grade 10	0	0.0%	8.1%	7.9%	0	0.0%	8.1%	7.9%
Grade 11	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 12	0	0.0%	6.0%	6.6%	0	0.0%	6.0%	6.6%
Ethnic Distribution:								
African American	9	1.6%	3.6%	12.8%	9	1.6%	3.6%	12.8%
Hispanic	382	69.5%	70.6%	53.0%	382	69.5%	70.5%	52.9%
White	146	26.5%	23.5%	25.6%	146	26.5%	23.7%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	5	0.9%	0.3%	5.1%	5	0.9%	0.3%	5.1%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	7	1.3%	1.7%	3.0%	7	1.3%	1.7%	3.0%
Sex:								
Female	261	47.5%	48.0%	48.8%	261	47.5%	48.0%	48.8%
Male	289	52.5%	52.0%	51.2%	289	52.5%	52.0%	51.2%
Economically Disadvantaged	402	73.1%	77.4%	62.1%	402	73.1%	77.2%	62.0%
Non-Educationally Disadvantaged	148	26.9%	22.6%	37.9%	148	26.9%	22.8%	38.0%
Section 504 Students	17	3.1%	7.5%	7.4%	17	3.1%	7.5%	7.4%
EB Students/EL	134	24.4%	12.9%	23.1%	134	24.4%	12.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.4%	1.5%				

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	14	2.5%	4.3%	5.5%	14	2.5%	4.3%	5.5%
Foster Care	3	0.5%	0.3%	0.2%	3	0.5%	0.3%	0.2%
Homeless	8	1.5%	1.3%	1.3%	8	1.5%	1.3%	1.3%
Immigrant	14	2.5%	1.3%	2.2%	14	2.5%	1.3%	2.2%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	550	100.0%	58.4%	64.6%	550	100.0%	58.6%	64.6%
Military Connected	10	1.8%	1.3%	3.6%	10	1.8%	1.3%	3.6%
At-Risk	392	71.3%	60.8%	53.3%	392	71.3%	60.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	182	33.1%	14.0%	23.2%	182	33.1%	13.9%	23.2%
Career and Technical Education	0	0.0%	19.9%	26.5%	0	0.0%	19.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	59.4%	72.3%	0	-	59.3%	72.2%
Gifted and Talented Education	48	8.7%	7.8%	8.2%	48	8.7%	7.7%	8.2%
Special Education	91	16.5%	16.0%	12.6%	91	16.5%	16.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	91							
By Type of Primary Disability Students with Intellectual Disabilities	21	23.1%	40.8%	44.1%				
Students with Physical Disabilities	39	42.9%	19.2%	20.0%				
Students with Autism	18	19.8%	18.3%	15.5%				
Students with Behavioral Disabilities	**	**	19.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	86	18.6%	23.0%	16.8%				
By Ethnicity: African American	2	0.4%	1.3%	3.3%				
Hispanic	57	12.3%	16.3%	8.7%				
White	26	5.6%	4.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	12	15.8%	23.0%	18.6%				
Count and Percent of EB Students/EL who are Mobile	18	14.4%	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	61	20.5%	23.7%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	95	21.1%	19.1%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.7%	1.5%	0.0%	1.6%	4.5%
Grade 1	0.0%	0.5%	2.5%	0.0%	2.3%	3.6%
Grade 2	0.0%	0.5%	1.6%	5.9%	1.1%	2.0%
Grade 3	0.0%	0.7%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	-	24.8%	8.7%	-	41.5%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.3	19.4	18.7
Grade 1	18.5	17.6	19.1
Grade 2	20.7	18.6	19.1
Grade 3	21.7	18.9	19.3
Grade 4	18.1	18.2	19.4
Grade 5	22.0	18.1	20.8
Grade 6	-	16.6	19.2
Secondary:			
English/Language Arts	-	12.6	16.2
Foreign Languages	-	21.4	18.8
Mathematics	-	15.1	17.5
Science	-	17.5	18.5
Social Studies	-	17.7	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	51.3	100.0%	100.0%	100.0%
Professional Staff:	39.7	77.3%	62.0%	64.1%
Teachers	33.7	65.6%	43.8%	48.7%
Professional Support	4.0	7.8%	13.7%	10.9%
Campus Administration (School Leadership)	2.0	3.9%	3.3%	3.3%
Educational Aides:	11.7	22.7%	10.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	8.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	23.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	25.7	50.1%	51.2%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	3.3%	11.8%
Hispanic	14.9	44.3%	34.7%	29.6%
White	18.8	55.7%	60.7%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	2.0	5.9%	22.4%	24.4%
Females	31.7	94.1%	77.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	25.7	76.2%	73.8%	72.2%
Masters	8.0	23.8%	26.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.7	7.9%	10.0%	9.7%
1-5 Years Experience	13.0	38.6%	36.9%	26.3%
6-10 Years Experience	8.0	23.8%	18.2%	20.5%
11-20 Years Experience	5.0	14.9%	22.7%	27.2%
21-30 Years Experience	4.0	11.9%	10.3%	13.3%
Over 30 Years Experience	1.0	3.0%	1.9%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	16.3	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	3.8	6.1
Average Years Experience of Principals with District	1.0	3.5	5.3
Average Years Experience of Assistant Principals	8.0	3.6	5.2
Average Years Experience of Assistant Principals with District	1.0	2.7	4.4
Average Years Experience of Teachers:	9.2	8.9	11.0
Average Years Experience of Teachers with District:	5.8	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,078	$55,464	$53,300
1-5 Years Experience	$55,213	$56,117	$56,516
6-10 Years Experience	$57,942	$57,457	$59,732
11-20 Years Experience	$62,230	$61,136	$63,389
21-30 Years Experience	$65,230	$64,963	$67,876
Over 30 Years Experience	$69,492	$72,352	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$58,429	$58,649	$60,717
Professional Support	$67,051	$69,764	$72,022
Campus Administration (School Leadership)	$78,991	$87,217	$85,167
Instructional Staff Percent:	n/a	60.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	9.2	27.5%	6.3%	5.9%
Career and Technical Education	0.0	0.0%	3.8%	5.4%
Compensatory Education	1.0	3.0%	2.6%	3.2%
Gifted and Talented Education	0.0	0.0%	2.4%	1.7%
Regular Education	22.4	66.6%	75.4%	70.6%
Special Education	1.0	3.0%	7.5%	9.7%
Other	0.0	0.0%	2.0%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022 – 2023

Administrators

Rhonda Jubela……….........……………………………………………………Principal

Emilie Rohde……….........…………………………………….…….. Associate Principal
(October - June)

Emilie Rohde……….........…………………………………….…….. Assistant Principal
(July - October)

Sarah Elley………………........…...……………………………….…….. Assistant Principal
(October - June)

Seguin Independent School District

Vogel Elementary School

2022-2023 Formative Review

Mission Statement

Empower Students' social and academic growth through engagement and compassion.

Vision

Inspiring life-long learners

Value Statement

Priorities

Creating and Supporting Future Ready Students
Supporting and Valuing Staff
Developing Relationships with Family and the Community
Creating a Thriving Learning Community

Table of Contents

Goals

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 34% to 52% by August 2023.

Performance Objective 1: By 2023, Reading performance on STAAR meets in grades 3-5 will improve from 46% to 55%.

HB3 Goal

Evaluation Data Sources: STAAR Reading data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The Academic Dean will support teachers in the overall achievement of students at Vogel Elementary.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The AD will create systems for supporting teachers through PLC, modeling and co-teaching. The AD will provide walkthroughs and feedback to support growth in teachers.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Associate Principal Academic Dean **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 2, 5, 6	85%	85%	85%	→

Strategy 2 Details	Reviews			
Strategy 2: Campus Leadership team will utilize strategies from Leverage Leadership, Teach like a Champion, and RELAY to effectively support teaching practices and the implementation of the TEKS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: CLT will identify specific teachers in need of coaching using the strategies in Leverage Leadership, Five Instructional Habits and RELAY coaching. CLT will participate in weekly coaching sessions with identified teachers to support high leverage needs. Teachers will feel supported and student learning will increase. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 5, 6	50%	60%	70%	→

Strategy 3 Details	Reviews			
Strategy 3: Provide teachers the appropriate instructional materials to support student need and classroom instructional practices.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Grade levels will identify materials needed and will utilize them in the classrooms to support growth and high levels of learning. Assessments will reflect growth for all students. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 5, 6 **Funding Sources:** Instructional Material - 211 Title I - 211.11.00.110.3.24.000.6399 - $5,000	60%	65%	90%	→

Strategy 4 Details	Reviews			
Strategy 4: Teachers will design and implement effective, engaging and rigorous lessons that are aligned to grade level standards. Teachers will be provided extra planning time to enhance lessons that meet the needs of all students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Lesson plans will be enhanced to include engagement and rigor. Classroom rigor and engagement will be shown through an increase in data. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 5, 6 **Funding Sources:** Subs K-2 Fall and Spring - 211 Title I - 211.11.00.110.3.24.000.6112 - $1,000	50%	60%	90%	→

Strategy 5 Details	Reviews			
Strategy 5: Vogel Elementary teachers and Administration will attend professional development as needed to support and grow our team.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Identify PD that has been requested to support student growth. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1, 2, 5, 6 **Funding Sources:** Subs - 211 Title I - 211.11.00.110.3.24.000.6112 - $1,000, Registration Fees - 211 Title I - 211.13.00.110.3.24.000.6299 - $2,000	60%	65%	80%	→

Strategy 6 Details	Reviews			
Strategy 6: The Reading interventionist will support academic achievement and growth for students at Vogel Elementary.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The Reading Interventionist will create systems for monitoring student achievement with iStation data, Running Records, TPRI, TX-KEA, and Unit Assessment data. Intervention groups will provide foundational skills to increase student growth. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **Title I:** 2.4, 2.5, 2.6	75%	80%	85%	→

Strategy 7 Details	Reviews			
Strategy 7: Teachers will have time during PLC to focus on data-driven instruction. The Campus Leadership Team along with the teachers will engage in TEKS talk, and data power meetings to ensure student mastery of all essential standards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Effective intervention groups and increase in student scores. Teachers will adjust weekly lesson plans based on student data. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **Title I:** 2.5, 2.6	65%	65%	75%	→

Strategy 8 Details	Reviews			
Strategy 8: Vogel will employee a Title 1 teacher to support students. Support will focus on increasing Reading in 3rd - 5th grade.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student growth in 4th and 5th grade as seen in Accountability ratings. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2, 5 **Funding Sources:** Title 1 Tutor pay - 211 Title I	N/A	50%	75%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
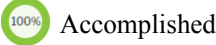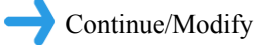
Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 34% to 52% by August 2023.

Performance Objective 2: By 2023, the percentage of students who perform on grade level on the ISIP Reading K-3 will improve from 42% to 60%.

HB3 Goal

Evaluation Data Sources: ISIP data for K-3

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Vogel will employee a Title 1 teacher to support students. Support will focus on increase foundational literacy skills in K-2.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students reading on or above grade level. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** Title 1 Tutor - 211 Title I - 211.11.00.110.3.24.000.6118 - $13,200	N/A	N/A	N/A	→
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Mathematics from 38% to 54% by August 2023.

Performance Objective 1: By 2023, Math performance on STAAR meets in grades 3-5 will improve from 41% to 50%.

HB3 Goal

Evaluation Data Sources: STAAR Math data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Vogel Elementary will employ a Math interventionist to support academic achievement and growth for students at Vogel Elementary.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The Math Interventionist will create systems for monitoring student achievement Imagine Math, and Unit Assessment data. Intervention groups will provide foundational skills to increase student growth. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean	70%	75%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Vogel Elementary will hire a Title 1 tutor to support Math during intervention blocks. Support will focus on increasing the overall Math of students in grades 3-5.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved academic achievement and student growth. Improve foundational skills. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **Problem Statements:** Student Learning 3, 4 **Funding Sources:** Title 1 Math tutor pay - 211 Title I - 211.11.00.110.3.24.000.6118 - $15,000	75%	75%	80%	→

Strategy 3 Details	Reviews			
Strategy 3: Teachers will design and implement effective lessons that are aligned to grade level standards. Lead teachers from each grade will be provided District Eureka pull out days to internalize and pace out lessons that meet the needs of all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Internalization of lesson plans. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean	75%	75%	75%	→

Strategy 4 Details	Reviews			
Strategy 4: The Academic Dean will support teachers in the overall achievement of students at Vogel Elementary.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The AD will create systems for supporting teachers through PLC, modeling and co-teaching. The AD will provide walkthroughs and feedback to support growth in teachers. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college	60%	65%	75%	→

Strategy 5 Details			Reviews	
Strategy 5: Campus Leadership team will utilize strategies from Leverage Leadership, Teach like a Champion, and RELAY to effectively support teaching practices and the implementation of the TEKS.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: CLT will identify specific teachers in need of coaching using the strategies in Leverage Leadership, Five Instructional Habits and RELAY coaching. CLT will participate in weekly coaching sessions with identified teachers to support high leverage needs. Teachers will feel supported and student learning will increase. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math	60%	60%	70%	→

Strategy 6 Details			Reviews	
Strategy 6: Provide teachers the appropriate instructional materials to support student need and classroom instructional practices.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Grade levels will identify materials needed and will utilize them in the classrooms to support growth and high levels of learning. Assessments will reflect growth for all students. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3, 4	60%	60%	75%	→

Strategy 7 Details	Reviews			
Strategy 7: Teachers will design and implement effective, engaging and rigorous lessons that are aligned to grade level standards. Teachers will be provided extra planning time to enhance lessons that meet the needs of all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lesson plans will be enhanced to include engagement and rigor. Classroom rigor and engagement will be shown through an increase in data. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	60%	65%	75%	→

Strategy 8 Details	Reviews			
Strategy 8: Vogel Elementary teachers and Administration will attend professional development as needed to support and grow our team.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Use the walkthrough cycle to identify teachers in need of specific PD or PD that has been requested. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3, 4, 6 **Funding Sources:** Subs - 211 Title I - 211.11.00.110.3.24.000.6112 - $1,000, Registration Fees - 211 Title I - 211.13.00.110.3.24.000.6299 - $2,000	75%	75%	80%	→

Strategy 9 Details	Reviews			
Strategy 9: Teachers will have time during PLC to focus on data-driven instruction. The Campus Leadership Team along with the teachers will engage in TEKS talk, and data power meetings to ensure student mastery of all essential standards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Effective intervention groups and increase in student scores. Teachers will adjust weekly lesson plans based on student data. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	60%	70%	80%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Mathematics from 38% to 54% by August 2023.

Performance Objective 2: By the end of the 2023 school year, the percentage of students who perform on grade level in Imagine Math K-2 will increase form 20%-50%.

Evaluation Data Sources: Imagine Math

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Vogel Elementary will hire a Title 1 tutor to support Math during intervention blocks. Support will focus on increasing the overall Math of students in grades K-2.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved academic achievement and student growth. Improve foundational skills. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 3, 4	N/A	20%	N/A	→
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Vogel will increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) using STAAR level percentages. Students will move from 68/41/20 to 80/50/30 by 2023 in the area of meets and masters.

Performance Objective 1: By August 2023, the percentage of fourth and fifth grade students will increase in the area of meets and masters.

Evaluation Data Sources: STAAR data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Vogel will support readiness through AVID strategies - both organizational and academic.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will learn how to stay organized. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean	50%	60%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: Vogel will increase the percentage of students who score meets grade level or above on Fifth STAAR Science from 29% to 45% by August 2023.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Vogel will provide access to learning Science Readiness standards in a small group setting. Students will reach meets level at 45% through small group instruction. **Staff Responsible for Monitoring:** Principal Associate Principal AD **Problem Statements:** Student Learning 7 **Funding Sources:** Resources - 211 Title I - 211.11.00.110.3.24.000.6399 - $225	60%	60%	75%	→

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

Goal 4: Vogel will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: By May 2023, the Panorama Student Survey SEL score (Emotion regulation, Grit, Social Awareness) in grades 3-5 will improve to 85% at or above the national norm.

Evaluation Data Sources: TEA accountability ratings.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Vogel will ensure students receive daily positive action lessons to teach grit, social skills and appropriate interactions with peers.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Positive student interactions and culture. **Staff Responsible for Monitoring:** Teacher Principal Associate Principal	60%	70%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Vogel will incorporate four fifteen minute unstructured breaks in grades 3-4 and two recesses in 5th. These are built into the master schedule to ensure social interaction with other students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive feelings towards peers and school. **Staff Responsible for Monitoring:** Teacher Principal Associate Principal	**Nov**	**Jan**	**Mar**	**June**
	90%	90%	90%	✗

0% No Progress	100% Accomplished	➡ Continue/Modify	✗ Discontinue

Goal 4: Vogel will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 2: By May 2023, SELweb overall assessment score in grades K-5 will improve from 80% to 85%.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Emotion recognition, Social Perspective -Taking, Social Problem Solving, and Self-Control will be integrated through positive action and guidance lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Awareness of others feelings, intentions, problems/solution strategies and self control during social interaction **Staff Responsible for Monitoring:** Principal Associate Principal Counselor Teacher	**Nov**	**Jan**	**Mar**	**June**
	60%	70%	80%	➡

0% No Progress	100% Accomplished	➡ Continue/Modify	✗ Discontinue

Goal 4: Vogel will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 3: By June 2023, Vogel will offer a minimum of five non academic community engagement opportunities for all stakeholders.

    Evaluation Data Sources: Sign in sheets and survey data collected during events.

    Summative Evaluation: Met Objective
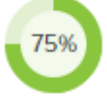
Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Vogel will increase opportunities for parent engagement activities such as grandparents day lunch, choir, Thanksgiving Day lunch, Veteran's Day, jingle bell run, kite night, bike rodeo, and fall carnival.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Well rounded engagement opportunities for parents and students. **Staff Responsible for Monitoring:** Principal Associate Principal Counselor	70%	75%	80%	→

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

Goal 4: Vogel will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 4: By the 2023-2024 school year, Vogel will implement student experiences that honor Whole child learning.

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Provide professional development in the implementation of PBIS and SEL for teachers regarding classroom management and students with difficult behaviors.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Maximize instructional time because of the Increase in positive behavior interventions and developing the whole child through social emotional learning activities. **Staff Responsible for Monitoring:** Principal Associate Principal Counselor Restorative Practices Lead **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	60%	65%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Vogel Elementary will provide LiiNK, created by TCU to all kinder, first, second, third, and fourth grade students for the 22-23 school year. Students will participate in a social skills lesson created by Positive Action in grades K-5.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Develop the whole child socially, emotionally and increase learning through unstructured breaks. Increase student wellness. **Staff Responsible for Monitoring:** Principal Associate Principal PE Coach **Title I:** 2.4, 2.5, 2.6	65%	70%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: Vogel students will be provided Intervention and enrichment during Intersession and ACE.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Developing the whole child and to increase student learning.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Associate Principal ACE Coordinator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	50%	75%	80%	→

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

Goal 4: Vogel will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 5: By the end on the 2022-2023 school year, Vogel will increase attendance from 93% to 95%.

Evaluation Data Sources: End of year ADA report.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Vogel attendance clerk, admin and teachers will communicate with families about the importance of attending each and every day. Missing Matadors Matter.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased instructional time for absent students. **Staff Responsible for Monitoring:** Principal Associate Principal Attendance Clerk Teachers	45%	65%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Vogel will celebrate and encourage attendance through various incentives.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students excited and rewarded about being at school everyday.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Associate Principal Attendance Clerk Teachers **Funding Sources:** Incentives - 199-General Fund - $2,000	40%	65%	75%	→

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

Goal 4: Vogel will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 6: Create engaging learning spaces that ensure safety and security in an innovative environment that support teaching and learning,

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Vogel Administration will do daily door checks on all outside doors.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safe and secure school	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Associate Principal Principal	75%	75%	85%	→

Strategy 2 Details	Reviews			

Strategy 2: All Vogel staff members will be aware of all persons on campus that are not wearing the appropriate badge and direct them to the office or call admin.
    Strategy's Expected Result/Impact: Safe and secure school
    Staff Responsible for Monitoring: Vogel Staff
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	65%	75%	85%	→

Strategy 3 Details	Reviews			

Strategy 3: Vogel teachers will create safe, engaging and efficient learning environments through a blended redesign process.
    Strategy's Expected Result/Impact: Maximized instructional time and student growth through personalized learning experiences
    Staff Responsible for Monitoring: Principal
Associate Principal
Academic Dean
Teachers
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	N/A	50%	80%	→

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

Goal 5: Vogel will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: By Spring of 2023, teacher turnover will decrease by 10%.

    Evaluation Data Sources: Transfer request or resignations.

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			

Strategy 1: Create a culture of inclusion for all teachers.
    Strategy's Expected Result/Impact: No transfer request
    Staff Responsible for Monitoring: Principal
Associate Principal
Academic Dean
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%	50%	75%	→

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

Goal 6: Vogel will improve student, staff, parent and community satisfaction determined by data collected on surveys.

Performance Objective 1: By the Fall 2023, Vogel will improve parent customer service by 10% as measured by survey data and daily feedback on other platforms.

    Evaluation Data Sources: Survey link data and multiple platform interactions.

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Ensure Vogel promotes a welcoming environment to internal and external customers.	**Formative**			**Summative**

Strategy's Expected Result/Impact: A positive culture for all stakeholders.
   Staff Responsible for Monitoring: Secretary
   Principal
   Associate Principal
	Nov	**Jan**	**Mar**	**June**

	50%	55%	75%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 6: Vogel will improve student, staff, parent and community satisfaction determined by data collected on surveys.

Performance Objective 2: Vogel will increase the number of parents who are involved in parent groups and other engaging activities.

    Evaluation Data Sources: Sign in sheets and parent commitments.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: Vogel will create experiences for families to participate in their students' education through Newsletters, Seesaw, Facebook, Twitter, School Messenger and Academic nights.
 	
    Strategy's Expected Result/Impact: Cultivate strong partnerships with parents and showcase student, staff and campus achievements.
    Staff Responsible for Monitoring: Principal
Associate Principal
Academic Dean
	Formative			Summative

	Nov	Jan	Mar	June
	75%	75%	85%	→

Strategy 2 Details	Reviews			

Strategy 2: Vogel Elementary will promote literacy through the "One Book, Two Grade Levels" program. Students in grades K-1, 2-3 and 4-5 will be provided with various books to be read during the school day and at home with families. Students will participate in activities to support their comprehension and build a love of literacy through collaboration and conversations at school and with their family.
 	
    Strategy's Expected Result/Impact: Create a culture of literacy and parent engagement.   School and family connection
    Staff Responsible for Monitoring: Librarian
Principal
Associate Principal
Academic Dean
 	
    Funding Sources: Books - 211 Title I Parental Involvement - 211.61.00.110.3.24.000.6399 - $1,273
	Formative			Summative

	Nov	Jan	Mar	June
	N/A	5%	50%	→

Strategy 3 Details	Reviews			

Strategy 3: Vogel Elementary will translate essential documents including but not limited to, the Campus Improvement Plan, notes home regarding school events, and parent-teacher communication.
 	
    Strategy's Expected Result/Impact: Provide information in parents native language.
    Staff Responsible for Monitoring: Principal
Associate Principal
Academic Dean
	Formative			Summative

	Nov	Jan	Mar	June
	75%	75%	90%	→

Strategy 4 Details	Reviews			

Strategy 4: Vogel will develop a parenting partner team to provided professional learning and activities for parents.
 	
    Strategy's Expected Result/Impact: Increase parent involvement and perceptions. Parents teaching parents.
    Staff Responsible for Monitoring: Counselor
Principal
Associate Principal
 	
    Funding Sources: Light snacks - 211 Title I Parental Involvement - 211.61.00.110.3.24.000.6499 - $150
	Formative			Summative

	Nov	Jan	Mar	June
	50%	50%	65%	→

Strategy 5 Details		Reviews			
Strategy 5: Academic nights will provide parents with opportunities to engage in High Quality Instructional Materials.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent ability to support students at home. **Staff Responsible for Monitoring:** Principal Associate Principal AD **Problem Statements:** Student Learning 2, 3, 4, 5 **Funding Sources:** Light Snacks - 211 Title I Parental Involvement - 211.61.00.110.3.24.000.6499 - $150		**Nov**	**Jan**	**Mar**	**June**
		50%	50%	80%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 6: Vogel will improve student, staff, parent and community satisfaction determined by data collected on surveys.

Performance Objective 3: Vogel Elementary will increase the number of business and community partnerships that participate in campus based events.

   Evaluation Data Sources: Businesses that agree to come to Vogel for Career days and campus events.

   Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Vogel will seek out businesses to partner with us for various career days.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student awareness in careers available after high school. **Staff Responsible for Monitoring:** Principal Associate Principal Counselor		**Nov**	**Jan**	**Mar**	**June**
		N/A	50%	80%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 7: By August 2023, Vogel will increase the overall accountability rating from 74 to 84.

Performance Objective 1: By August 2023, Vogel will score a B or better in Domain 2 (School Progress).

   Evaluation Data Sources: STAAR data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: The Administrative team will take part in the Relay Deep Dive training to coach adults and build capacity in teachers.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Growth in Tier 1 instruction. **Staff Responsible for Monitoring:** Principal Associate Principal Academic Dean		50%	50%	80%	✗

Strategy 2 Details		Reviews			
Strategy 2: Vogel teachers will maximize Tier 1 instruction and pull guided groups that are purposeful and targeted.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student achievement and growth will increase as shown through STAAR data.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Associate Principal Academic Dean		60%	65%	80%	→

Strategy 3 Details		Reviews			
Strategy 3: Provide after school tutoring through ACE for students in need.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in STAAR and Istation scores.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Associate Principal Academic Dean **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2, 3, 4, 5 **Funding Sources:** Tutors - 211 Title I - 211.11.00.110.3.24.000.6118 - $20,000		50%	50%	75%	→

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: SEGUIN ISD

Campus Name: VOGEL EL

Campus Number: 094901110

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
VOGEL EL (094901110) - SEGUIN ISD - GUADALUPE COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	67%	**64%**	-	62%	69%	-	-	-	*	31%	*	64%	65%	62%	*
	2022	76%	68%	**56%**	*	56%	50%	-	-	-	*	29%	*	44%	74%	53%	*
At Meets Grade Level or Above	2023	50%	40%	**42%**	-	38%	47%	-	-	-	*	15%	*	38%	53%	36%	*
	2022	51%	40%	**39%**	*	36%	36%	-	-	-	*	14%	*	35%	43%	35%	*
At Masters Grade Level	2023	20%	11%	**13%**	-	15%	13%	-	-	-	*	8%	*	16%	6%	15%	*
	2022	30%	25%	**25%**	*	24%	25%	-	-	-	*	14%	*	21%	30%	18%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	70%	**69%**	-	62%	78%	-	-	-	*	38%	*	68%	71%	64%	*
	2022	71%	64%	**70%**	*	68%	71%	-	-	-	*	29%	*	71%	70%	62%	*
At Meets Grade Level or Above	2023	45%	37%	**39%**	-	32%	47%	-	-	-	*	23%	*	40%	35%	36%	*
	2022	43%	36%	**35%**	*	36%	39%	-	-	-	*	14%	*	35%	35%	32%	*
At Masters Grade Level	2023	19%	11%	**12%**	-	9%	16%	-	-	-	*	8%	*	12%	12%	6%	*
	2022	21%	16%	**21%**	*	24%	21%	-	-	-	*	0%	*	21%	22%	21%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	69%	**63%**	*	52%	69%	-	-	-	*	37%	-	59%	68%	57%	33%
	2022	77%	71%	**68%**	*	72%	63%	-	-	-	*	27%	-	67%	69%	62%	-
At Meets Grade Level or Above	2023	48%	36%	**27%**	*	28%	28%	-	-	-	*	16%	-	27%	28%	23%	17%
	2022	54%	47%	**49%**	*	55%	47%	-	-	-	*	0%	-	46%	54%	43%	-
At Masters Grade Level	2023	22%	13%	**11%**	*	14%	7%	-	-	-	*	5%	-	14%	8%	11%	17%
	2022	28%	23%	**26%**	*	31%	22%	-	-	-	*	0%	-	21%	35%	19%	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	64%	**56%**	*	52%	59%	-	-	-	*	21%	-	54%	60%	49%	17%
	2022	70%	67%	**71%**	*	66%	75%	-	-	-	*	55%	-	74%	65%	64%	-
At Meets Grade Level or Above	2023	48%	39%	**34%**	*	38%	28%	-	-	-	*	16%	-	32%	36%	32%	17%
	2022	43%	39%	**45%**	*	34%	50%	-	-	-	*	18%	-	41%	50%	38%	-
At Masters Grade Level	2023	22%	16%	**18%**	*	21%	17%	-	-	-	*	5%	-	22%	12%	19%	17%
	2022	23%	15%	**18%**	*	17%	19%	-	-	-	*	9%	-	18%	19%	12%	-
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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	76%	**69%**	*	71%	71%	-	-	-	*	39%	*	70%	67%	65%	-
	2022	81%	75%	**72%**	*	66%	75%	-	-	-	*	40%	-	69%	76%	71%	*
At Meets Grade Level or Above	2023	57%	50%	**46%**	*	50%	46%	-	-	-	*	11%	*	44%	50%	49%	-
	2022	58%	46%	**48%**	*	38%	53%	-	-	-	*	10%	-	51%	44%	52%	*
At Masters Grade Level	2023	28%	22%	**22%**	*	15%	32%	-	-	-	*	6%	*	14%	38%	25%	-
	2022	36%	26%	**25%**	*	14%	34%	-	-	-	*	10%	-	28%	20%	19%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	71%	**73%**	*	71%	79%	-	-	-	*	50%	*	74%	71%	71%	-
	2022	77%	70%	**69%**	*	55%	78%	-	-	-	*	40%	-	67%	72%	64%	*
At Meets Grade Level or Above	2023	51%	39%	**48%**	*	38%	61%	-	-	-	*	22%	*	47%	50%	49%	-
	2022	48%	41%	**44%**	*	24%	59%	-	-	-	*	20%	-	38%	52%	45%	*
At Masters Grade Level	2023	21%	14%	**15%**	*	9%	21%	-	-	-	*	6%	*	9%	25%	18%	-
	2022	25%	16%	**13%**	*	7%	19%	-	-	-	*	0%	-	10%	16%	10%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	63%	**81%**	*	76%	82%	-	-	-	*	67%	*	81%	79%	80%	-
	2022	66%	64%	**67%**	*	48%	81%	-	-	-	*	30%	-	69%	64%	64%	*
At Meets Grade Level or Above	2023	36%	33%	**54%**	*	47%	68%	-	-	-	*	39%	*	53%	54%	51%	-
	2022	38%	33%	**28%**	*	7%	50%	-	-	-	*	20%	-	23%	36%	26%	*
At Masters Grade Level	2023	16%	16%	**28%**	*	21%	39%	-	-	-	*	11%	*	23%	38%	29%	-
	2022	18%	13%	**11%**	*	7%	16%	-	-	-	*	0%	-	10%	12%	10%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	67%	**68%**	67%	64%	72%	-	-	-	69%	41%	40%	68%	69%	64%	44%
	2022	74%	63%	**68%**	92%	62%	71%	-	-	-	82%	36%	*	66%	70%	63%	42%
At Meets Grade Level or Above	2023	49%	37%	**42%**	8%	39%	46%	-	-	-	46%	20%	20%	41%	44%	40%	31%
	2022	48%	34%	**41%**	50%	33%	48%	-	-	-	55%	14%	*	39%	45%	39%	25%
At Masters Grade Level	2023	20%	12%	**17%**	0%	14%	20%	-	-	-	31%	7%	20%	16%	21%	18%	19%
	2022	23%	14%	**20%**	8%	17%	22%	-	-	-	27%	5%	*	18%	22%	15%	25%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	**65%**	80%	62%	70%	-	-	-	40%	36%	*	65%	67%	61%	50%
	2022	75%	64%	**66%**	100%	65%	63%	-	-	-	80%	32%	*	61%	73%	63%	40%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	40%	**39%**	0%	39%	40%	-	-	-	40%	14%	*	37%	42%	37%	38%
	2022	53%	39%	**46%**	80%	43%	46%	-	-	-	60%	7%	*	45%	47%	44%	40%
At Masters Grade Level	2023	20%	12%	**16%**	0%	14%	17%	-	-	-	40%	6%	*	15%	18%	17%	25%
	2022	25%	16%	**25%**	20%	23%	27%	-	-	-	40%	7%	*	23%	28%	19%	40%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	63%	**66%**	40%	62%	72%	-	-	-	80%	36%	*	66%	67%	61%	38%
	2022	72%	59%	**70%**	80%	63%	75%	-	-	-	80%	43%	*	71%	69%	64%	60%
At Meets Grade Level or Above	2023	45%	30%	**40%**	20%	36%	45%	-	-	-	60%	20%	*	40%	41%	39%	25%
	2022	42%	27%	**41%**	40%	31%	50%	-	-	-	60%	18%	*	38%	46%	39%	20%
At Masters Grade Level	2023	19%	10%	**15%**	0%	12%	18%	-	-	-	20%	6%	*	14%	17%	14%	13%
	2022	20%	10%	**17%**	0%	16%	20%	-	-	-	20%	4%	*	16%	19%	14%	20%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	72%	**81%**	*	76%	82%	-	-	-	*	67%	*	81%	79%	80%	-
	2022	76%	66%	**67%**	*	48%	81%	-	-	-	*	30%	-	69%	64%	64%	*
At Meets Grade Level or Above	2023	47%	39%	**54%**	*	47%	68%	-	-	-	*	39%	*	53%	54%	51%	-
	2022	47%	34%	**28%**	*	7%	50%	-	-	-	*	20%	-	23%	36%	26%	*
At Masters Grade Level	2023	18%	14%	**28%**	*	21%	39%	-	-	-	*	11%	*	23%	38%	29%	-
	2022	21%	12%	**11%**	*	7%	16%	-	-	-	*	0%	-	10%	12%	10%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	29%	**30%**	-	24%	38%	-	-	-	*	15%	*	28%	35%	26%	*
	2022	36%	28%	**30%**	*	32%	32%	-	-	-	*	14%	*	29%	30%	26%	*
Reading and Mathematics Including EOC	2023	37%	29%	**30%**	-	24%	38%	-	-	-	*	15%	*	28%	35%	26%	*
	2022	36%	28%	**30%**	*	32%	32%	-	-	-	*	14%	*	29%	30%	26%	*
Reading Including EOC	2023	50%	40%	**42%**	-	38%	47%	-	-	-	*	15%	*	38%	53%	36%	*
	2022	51%	40%	**39%**	*	36%	36%	-	-	-	*	14%	*	35%	43%	35%	*
Math Including EOC	2023	45%	37%	**39%**	-	32%	47%	-	-	-	*	23%	*	40%	35%	36%	*
	2022	43%	36%	**35%**	*	36%	39%	-	-	-	*	14%	*	35%	35%	32%	*
4th Graders																	
Reading and Mathematics	2023	38%	28%	**24%**	*	28%	21%	-	-	-	*	11%	-	24%	24%	21%	17%
	2022	36%	31%	**37%**	*	31%	44%	-	-	-	*	0%	-	31%	46%	29%	-

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	28%	**24%**	*	28%	21%	-	-	-	*	11%	-	24%	24%	21%	17%
	2022	36%	31%	**37%**	*	31%	44%	-	-	-	*	0%	-	31%	46%	29%	-
Reading Including EOC	2023	48%	35%	**27%**	*	28%	28%	-	-	-	*	16%	-	27%	28%	23%	17%
	2022	54%	47%	**49%**	*	55%	47%	-	-	-	*	0%	-	46%	54%	43%	-
Math Including EOC	2023	48%	39%	**34%**	*	38%	28%	-	-	-	*	16%	-	32%	36%	32%	17%
	2022	43%	39%	**45%**	*	34%	50%	-	-	-	*	18%	-	41%	50%	38%	-
5th Graders																	
Reading and Mathematics	2023	43%	34%	**39%**	*	38%	43%	-	-	-	*	6%	*	35%	46%	41%	-
	2022	41%	32%	**36%**	*	21%	47%	-	-	-	*	10%	-	33%	40%	38%	*
Reading and Mathematics Including EOC	2023	43%	34%	**39%**	*	38%	43%	-	-	-	*	6%	*	35%	46%	41%	-
	2022	41%	32%	**36%**	*	21%	47%	-	-	-	*	10%	-	33%	40%	38%	*
Reading Including EOC	2023	57%	50%	**46%**	*	50%	46%	-	-	-	*	11%	*	44%	50%	49%	-
	2022	58%	46%	**48%**	*	38%	53%	-	-	-	*	10%	-	51%	44%	52%	*
Math Including EOC	2023	51%	39%	**48%**	*	38%	61%	-	-	-	*	22%	*	47%	50%	49%	-
	2022	48%	41%	**44%**	*	24%	59%	-	-	-	*	20%	-	38%	52%	45%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	25%	**31%**	0%	30%	34%	-	-	-	40%	10%	*	29%	35%	30%	25%
	2022	34%	22%	**34%**	20%	28%	41%	-	-	-	40%	7%	*	31%	39%	31%	20%
Reading and Mathematics Including EOC	2023	39%	27%	**31%**	0%	30%	34%	-	-	-	40%	10%	*	29%	35%	30%	25%
	2022	36%	24%	**34%**	20%	28%	41%	-	-	-	40%	7%	*	31%	39%	31%	20%
Reading Including EOC	2023	53%	42%	**39%**	0%	39%	40%	-	-	-	40%	14%	*	37%	42%	37%	38%
	2022	53%	40%	**46%**	80%	43%	46%	-	-	-	60%	7%	*	45%	47%	44%	40%
Math Including EOC	2023	47%	32%	**40%**	20%	36%	45%	-	-	-	60%	20%	*	40%	41%	39%	25%
	2022	43%	29%	**41%**	40%	31%	50%	-	-	-	60%	18%	*	38%	46%	39%	20%

* 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%	47%	**51%**	*	50%	52%	-	-	-	*	34%	-	55%	44%	50%	42%
Grade 4 Mathematics	2023	63%	60%	**60%**	*	71%	45%	-	-	-	*	42%	-	57%	66%	63%	58%
Grade 5 ELA/Reading	2023	65%	64%	**58%**	*	53%	63%	-	-	-	*	50%	*	55%	64%	57%	-
Grade 5 Mathematics	2023	71%	63%	**73%**	*	73%	75%	-	-	-	*	44%	*	70%	80%	71%	-
All Grades Both Subjects	2023	64%	58%	**61%**	55%	62%	58%	-	-	-	81%	42%	*	59%	63%	60%	50%
All Grades ELA/Reading	2023	63%	58%	**54%**	50%	52%	57%	-	-	-	*	42%	*	55%	53%	54%	42%
All Grades Mathematics	2023	66%	59%	**67%**	60%	72%	60%	-	-	-	*	43%	*	64%	72%	67%	58%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	29%	**29%**	*	13%	40%	-	-	-	-	8%	-	29%	30%	21%	*
Grade 4 Mathematics	2023	27%	26%	**17%**	*	15%	11%	-	-	-	-	0%	-	7%	30%	17%	*
Grade 5 ELA/Reading	2023	37%	33%	**26%**	*	25%	33%	-	-	-	*	27%	*	29%	20%	15%	-
Grade 5 Mathematics	2023	48%	36%	**40%**	*	42%	33%	-	-	-	*	17%	*	33%	50%	38%	-
All Grades Both Subjects	2023	38%	33%	**28%**	40%	23%	31%	-	-	-	*	12%	*	25%	33%	22%	0%
All Grades ELA/Reading	2023	35%	33%	**28%**	*	17%	38%	-	-	-	*	17%	*	29%	27%	19%	*
All Grades Mathematics	2023	40%	33%	**27%**	*	28%	20%	-	-	-	*	5%	*	19%	39%	26%	*

* 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%	67%	**68%**	-	-	-	-	-	-	-	-	-	-	36%	69%	36%	*
	2022	74%	63%	**68%**	-	-	-	-	-	-	-	-	-	-	33%	68%	33%	*
At Meets Grade Level or Above	2023	49%	37%	**42%**	-	-	-	-	-	-	-	-	-	-	21%	42%	21%	*
	2022	48%	34%	**41%**	-	-	-	-	-	-	-	-	-	-	22%	42%	22%	*
At Masters Grade Level	2023	20%	12%	**17%**	-	-	-	-	-	-	-	-	-	-	7%	17%	7%	*
	2022	23%	14%	**20%**	-	-	-	-	-	-	-	-	-	-	22%	20%	22%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	**65%**	-	-	-	-	-	-	-	-	-	-	43%	66%	43%	*
	2022	75%	64%	**66%**	-	-	-	-	-	-	-	-	-	-	*	66%	*	*
At Meets Grade Level or Above	2023	53%	40%	**39%**	-	-	-	-	-	-	-	-	-	-	29%	39%	29%	*
	2022	53%	39%	**46%**	-	-	-	-	-	-	-	-	-	-	*	46%	*	*
At Masters Grade Level	2023	20%	12%	**16%**	-	-	-	-	-	-	-	-	-	-	14%	15%	14%	*
	2022	25%	16%	**25%**	-	-	-	-	-	-	-	-	-	-	*	25%	*	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	63%	**66%**	-	-	-	-	-	-	-	-	-	-	29%	68%	29%	*
	2022	72%	59%	**70%**	-	-	-	-	-	-	-	-	-	-	*	70%	*	*
At Meets Grade Level or Above	2023	45%	30%	**40%**	-	-	-	-	-	-	-	-	-	-	14%	41%	14%	*
	2022	42%	27%	**41%**	-	-	-	-	-	-	-	-	-	-	*	42%	*	*
At Masters Grade Level	2023	19%	10%	**15%**	-	-	-	-	-	-	-	-	-	-	0%	15%	0%	*
	2022	20%	10%	**17%**	-	-	-	-	-	-	-	-	-	-	*	17%	*	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	72%	**81%**	-	-	-	-	-	-	-	-	-	-	-	81%	-	-
	2022	76%	66%	**67%**	-	-	-	-	-	-	-	-	-	-	*	69%	*	*
At Meets Grade Level or Above	2023	47%	39%	**54%**	-	-	-	-	-	-	-	-	-	-	-	54%	-	-
	2022	47%	34%	**28%**	-	-	-	-	-	-	-	-	-	-	*	29%	*	*
At Masters Grade Level	2023	18%	14%	**28%**	-	-	-	-	-	-	-	-	-	-	-	28%	-	-
	2022	21%	12%	**11%**	-	-	-	-	-	-	-	-	-	-	*	11%	*	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	58%	**61%**	-	-	-	-	-	-	-	-	-	-	40%	61%	40%	*
All Grades ELA/Reading	2023	63%	58%	**54%**	-	-	-	-	-	-	-	-	-	-	30%	55%	30%	*
All Grades Mathematics	2023	66%	59%	**67%**	-	-	-	-	-	-	-	-	-	-	50%	67%	50%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	33%	**28%**	-	-	-	-	-	-	-	-	-	-	0%	30%	0%	

	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%	33%	**28%**	-	-	-	-	-	-	-	-	-	-	*	30%	*	-
All Grades Mathematics	2023	40%	33%	**27%**	-	-	-	-	-	-	-	-	-	-	*	30%	*	-

* 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%	93%	**95%**	86%	93%	97%	-	-	-	100%	94%	71%	98%	89%	98%	100%
Not Included in Accountability: Mobile	4%	5%	**5%**	14%	7%	3%	-	-	-	0%	6%	29%	2%	11%	2%	0%
Not Included in Accountability: Other Exclusions	2%	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%	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%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	93%	**95%**	83%	94%	97%	-	-	-	100%	94%	*	98%	90%	98%	100%
Not Included in Accountability: Mobile	4%	4%	**5%**	17%	6%	3%	-	-	-	0%	6%	*	2%	10%	2%	0%
Not Included in Accountability: Other Exclusions	3%	2%	**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%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	**95%**	83%	94%	97%	-	-	-	100%	94%	*	98%	90%	98%	100%
Not Included in Accountability: Mobile	5%	5%	**5%**	17%	6%	3%	-	-	-	0%	6%	*	2%	10%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**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%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	-
Included in Accountability	93%	93%	**92%**	*	87%	97%	-	-	-	*	90%	*	98%	83%	98%	-
Not Included in Accountability: Mobile	4%	5%	**8%**	*	13%	3%	-	-	-	*	10%	*	2%	17%	2%	-
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Not Tested	1%	2%	**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%	2%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**90%**	100%	96%	91%	-	-	-	100%	89%	22%	91%	89%	95%	100%
Not Included in Accountability: Mobile	5%	4%	**10%**	0%	4%	9%	-	-	-	0%	11%	78%	9%	11%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	93%	**91%**	100%	97%	92%	-	-	-	100%	90%	*	92%	89%	95%	100%
Not Included in Accountability: Mobile	5%	5%	**9%**	0%	3%	8%	-	-	-	0%	10%	*	8%	11%	5%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	2%	**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%	98%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**91%**	100%	97%	92%	-	-	-	100%	90%	*	92%	89%	95%	100%
Not Included in Accountability: Mobile	5%	5%	**9%**	0%	3%	8%	-	-	-	0%	10%	*	8%	11%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**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%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	97%	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	92%	**88%**	*	94%	86%	-	-	-	*	83%	*	87%	89%	93%	*
Not Included in Accountability: Mobile	4%	4%	**12%**	*	6%	14%	-	-	-	*	17%	*	13%	11%	7%	*

	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%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	2%	3%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	3%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	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%	90.0%	**93.7%**	94.3%	92.8%	94.6%	-	-	-	91.8%	93.2%	92.9%	95.2%
2020-21	95.0%	93.0%	**94.5%**	*	92.4%	96.8%	-	-	-	*	93.4%	92.9%	92.5%
Chronic Absenteeism													
2021-22	25.7%	34.7%	**22.0%**	14.3%	28.2%	16.4%	-	-	-	18.2%	20.3%	27.4%	16.7%
2020-21	15.0%	22.5%	**18.6%**	0.0%	27.6%	7.8%	-	-	-	16.7%	28.9%	26.4%	30.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	92.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	91.4%	-	-	-	-	-	-	-	-	-	-	-

	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%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
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%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	1.2%	-	-	-	-	-	-	-	-	-	-	-
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%	69.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	69.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	72.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	70.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	68.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	70.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	68.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	456	368,686
By Ethnicity:				
African American	-	-	24	45,227
Hispanic	-	-	321	191,125
White	-	-	103	103,171
American Indian	-	-	1	1,159
Asian	-	-	1	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	5	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)	-	-	137	51,023
Foundation H.S. Program (Endorsement)	-	-	8	14,179
Foundation H.S. Program (DLA)	-	-	311	302,917
Special Education Graduates	-	-	49	32,447
Economically Disadvantaged Graduates	-	-	261	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	23	40,398
At-Risk Graduates	-	-	255	159,689
CTE Completers	-	-	91	107,502

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	401	100.0%	7,197	5,504,150	401	100.0%	7,239	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.9%	0.7%	0	0.0%	1.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	61	15.2%	6.6%	6.7%	61	15.2%	6.6%	6.7%
Grade 1	67	16.7%	7.1%	7.2%	67	16.7%	7.0%	7.2%
Grade 2	63	15.7%	7.0%	7.2%	63	15.7%	7.0%	7.2%
Grade 3	71	17.7%	7.2%	7.2%	71	17.7%	7.2%	7.1%
Grade 4	67	16.7%	7.3%	7.2%	67	16.7%	7.3%	7.1%
Grade 5	72	18.0%	7.1%	7.2%	72	18.0%	7.1%	7.2%
Grade 6	0	0.0%	6.6%	7.3%	0	0.0%	6.5%	7.2%
Grade 7	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.8%	7.7%	0	0.0%	7.7%	7.7%
Grade 9	0	0.0%	10.2%	8.7%	0	0.0%	10.1%	8.7%
Grade 10	0	0.0%	8.1%	7.9%	0	0.0%	8.1%	7.9%
Grade 11	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 12	0	0.0%	6.0%	6.6%	0	0.0%	6.0%	6.6%
Ethnic Distribution:								
African American	8	2.0%	3.6%	12.8%	8	2.0%	3.6%	12.8%
Hispanic	205	51.1%	70.6%	53.0%	205	51.1%	70.5%	52.9%
White	174	43.4%	23.5%	25.6%	174	43.4%	23.7%	25.7%
American Indian	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Asian	0	0.0%	0.3%	5.1%	0	0.0%	0.3%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	13	3.2%	1.7%	3.0%	13	3.2%	1.7%	3.0%
Sex:								
Female	196	48.9%	48.0%	48.8%	196	48.9%	48.0%	48.8%
Male	205	51.1%	52.0%	51.2%	205	51.1%	52.0%	51.2%
Economically Disadvantaged	298	74.3%	77.4%	62.1%	298	74.3%	77.2%	62.0%
Non-Educationally Disadvantaged	103	25.7%	22.6%	37.9%	103	25.7%	22.8%	38.0%
Section 504 Students	25	6.2%	7.5%	7.4%	25	6.2%	7.5%	7.4%
EB Students/EL	11	2.7%	12.9%	23.1%	11	2.7%	12.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.4%	1.5%				

Student Information	Membership Campus Count	Percent	District	State	Enrollment Campus Count	Percent	District	State
Students w/ Dyslexia	26	6.5%	4.3%	5.5%	26	6.5%	4.3%	5.5%
Foster Care	3	0.7%	0.3%	0.2%	3	0.7%	0.3%	0.2%
Homeless	6	1.5%	1.3%	1.3%	6	1.5%	1.3%	1.3%
Immigrant	0	0.0%	1.3%	2.2%	0	0.0%	1.3%	2.2%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	401	100.0%	58.4%	64.6%	401	100.0%	58.6%	64.6%
Military Connected	13	3.2%	1.3%	3.6%	13	3.2%	1.3%	3.6%
At-Risk	184	45.9%	60.8%	53.3%	184	45.9%	60.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	6	1.5%	14.0%	23.2%	6	1.5%	13.9%	23.2%
Career and Technical Education	0	0.0%	19.9%	26.5%	0	0.0%	19.8%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	59.4%	72.3%	0	-	59.3%	72.2%
Gifted and Talented Education	28	7.0%	7.8%	8.2%	28	7.0%	7.7%	8.2%
Special Education	72	18.0%	16.0%	12.6%	72	18.0%	16.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	72							
By Type of Primary Disability Students with Intellectual Disabilities	26	36.1%	40.8%	44.1%				
Students with Physical Disabilities	13	18.1%	19.2%	20.0%				
Students with Autism	**	**	18.3%	15.5%				
Students with Behavioral Disabilities	19	26.4%	19.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	56	16.0%	23.0%	16.8%				
By Ethnicity: African American	2	0.6%	1.3%	3.3%				
Hispanic	22	6.3%	16.3%	8.7%				
White	27	7.7%	4.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	1.4%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	14	23.3%	23.0%	18.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	38	16.9%	23.7%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	61	19.8%	19.1%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.7%	1.5%	0.0%	1.6%	4.5%
Grade 1	0.0%	0.5%	2.5%	0.0%	2.3%	3.6%
Grade 2	0.0%	0.5%	1.6%	0.0%	1.1%	2.0%
Grade 3	0.0%	0.7%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.0%	0.4%
Grade 7	-	0.4%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	-	24.8%	8.7%	-	41.5%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.2	19.4	18.7
Grade 1	22.0	17.6	19.1
Grade 2	20.7	18.6	19.1
Grade 3	23.0	18.9	19.3
Grade 4	16.0	18.2	19.4
Grade 5	17.8	18.1	20.8
Grade 6	-	16.6	19.2
Secondary:			
English/Language Arts	-	12.6	16.2
Foreign Languages	-	21.4	18.8
Mathematics	-	15.1	17.5
Science	-	17.5	18.5
Social Studies	-	17.7	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	42.5	100.0%	100.0%	100.0%
Professional Staff:	33.7	79.2%	62.0%	64.1%
Teachers	26.7	62.9%	43.8%	48.7%
Professional Support	4.9	11.6%	13.7%	10.9%
Campus Administration (School Leadership)	2.0	4.7%	3.3%	3.3%
Educational Aides:	8.9	20.8%	10.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	8.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	23.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	9.6	22.6%	51.2%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	3.3%	11.8%
Hispanic	6.7	25.2%	34.7%	29.6%
White	20.0	74.8%	60.7%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	2.0	7.5%	22.4%	24.4%
Females	24.7	92.5%	77.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	21.7	81.3%	73.8%	72.2%
Masters	5.0	18.7%	26.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.7	6.5%	10.0%	9.7%
1-5 Years Experience	8.0	29.9%	36.9%	26.3%
6-10 Years Experience	3.0	11.2%	18.2%	20.5%
11-20 Years Experience	12.0	44.9%	22.7%	27.2%
21-30 Years Experience	1.0	3.7%	10.3%	13.3%
Over 30 Years Experience	1.0	3.7%	1.9%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
VOGEL EL (094901110) - SEGUIN ISD - GUADALUPE COUNTY

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent		
Number of Students per Teacher	15.0	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	3.8	6.1
Average Years Experience of Principals with District	4.0	3.5	5.3
Average Years Experience of Assistant Principals	1.0	3.6	5.2
Average Years Experience of Assistant Principals with District	1.0	2.7	4.4
Average Years Experience of Teachers:	10.7	8.9	11.0
Average Years Experience of Teachers with District:	8.0	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,996	$55,464	$53,300
1-5 Years Experience	$55,207	$56,117	$56,516
6-10 Years Experience	$56,352	$57,457	$59,732
11-20 Years Experience	$61,397	$61,136	$63,389
21-30 Years Experience	$65,855	$64,963	$67,876
Over 30 Years Experience	$73,402	$72,352	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$59,117	$58,649	$60,717
Professional Support	$65,691	$69,764	$72,022
Campus Administration (School Leadership)	$82,231	$87,217	$85,167
Instructional Staff Percent:	n/a	60.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.3%	5.9%
Career and Technical Education	0.0	0.0%	3.8%	5.4%
Compensatory Education	1.0	3.7%	2.6%	3.2%
Gifted and Talented Education	1.0	3.7%	2.4%	1.7%
Regular Education	21.7	81.3%	75.4%	70.6%
Special Education	3.0	11.2%	7.5%	9.7%
Other	0.0	0.0%	2.0%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

2022 – 2023

Administrators

James Diaz...Principal

Seguin Independent School District

DAEP at Saegert

2022-2023 Formative Review

Mission Statement

To inspire change with transformative beliefs and inclusive practices.

Vision

Our vision is a culture of excellence within our schools and community.

Core Beliefs

We believe Seguin ISD is at its best when:

- Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.
- The learning experience should be engaging, relevant and collaborative to meet the needs of all.
- Parent, community and industry partners are essential for student success.
- Teachers foster student curiosity and initiative through meaningful and relevant learning experiences.
- Relationships that nurture student growth and development are key to success.

Table of Contents

Goals

Goal 1: Improve student learning through improved instructional practices in Reading/ELAR (Strategic Priority 1 and 2).

Performance Objective 1: 55% of DAEP students will obtain passing rates on Reading/ELAR CFA's.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Eduphoria

    Summative Evaluation: Met Objective

Strategy 1 Details				Reviews			
Strategy 1: 100% of teachers will follow the district pacing calendar and scope and sequence. 100% of teachers will turn in lesson plans weekly to verify this congruency.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will not have learning gaps when they transition to or from DAEP.
     Staff Responsible for Monitoring: A. Graeber
 	
     TEA Priorities:
 Build a foundation of reading and math
   - - **Targeted Support Strategy**
				50%	100%	100%	100%

Strategy 2 Details				Reviews			
Strategy 2: 100% of staff will attend professional development through PLC specifically supporting instructional practices, data and curriculum: Eduphoria training, data talks, district PLC curriculum training, resource training and Cambium training.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: DAEP Teachers will be able to interpret student data and use district aligned resources to design lessons.
     Staff Responsible for Monitoring: A Graeber
 	
     ESF Levers:
 Lever 1: Strong School Leadership and Planning
				50%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: 80% of walks will align with planning of District and weekly- focused learning walks will be analyzed in PLC: Weekly teachers will receive walkthrough; quarterly teachers will complete focused learning walks **Strategy's Expected Result/Impact:** Fidelity checks for planning, approved resources and instructional strategies **Staff Responsible for Monitoring:** A Graeber	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	40%	50%	85%	→

Strategy 4 Details	Reviews			
Strategy 4: DAEP teachers will align through fidelity walks at a rate of 80%: learning targets with clear objectives, multiple paths of instruction geared toward a clearly defined goal, and formative assessments aligned with the campus Instructional Playbook. **Strategy's Expected Result/Impact:** 80% Weekly walkthroughs will show at least 1 playbook strategy per class period. **Staff Responsible for Monitoring:** A Graeber	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%	50%	90%	→

Strategy 5 Details	Reviews			
Strategy 5: Professional Development: 100% of DAEP teachers will participate in PLC (academic, behavior and Super) for job embedded professional development based in weekly learning walks, teacher need and to align campus teaching and learning strategies. **Strategy's Expected Result/Impact:** DAEP/JDC teachers sharing ideas and plans to provide success for the student population. **Staff Responsible for Monitoring:** A Graeber **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	60%	60%	50%	→

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

Goal 1: Improve student learning through improved instructional practices in Reading/ELAR (Strategic Priority 1 and 2).

Performance Objective 2: Seguin Alternative School will increase attendance from 87.7% to 90%. (Strategic Priority 4)

    Evaluation Data Sources: Weekly attendance percentages, Daily student group attendance percentages.

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			

Strategy 1: 100% of students will be assigned a staff as a case manager to weekly review grades, attendance, and behavior every Friday with student to ensure student success and pathway.
 	
    Strategy's Expected Result/Impact: Students present in school are more likely to learn.
    Staff Responsible for Monitoring: D Johnson
	Formative			**Summative**

	Nov	Jan	Mar	June
	100%	100%	100%	100%

Strategy 2 Details	Reviews			

Strategy 2: 100% of parents/guardians and students will participate in orientation that will review student expectations and participate in a restorative circle.
 	
    Strategy's Expected Result/Impact: Students will be well informed of what is expected of them to help them be successful.
    Staff Responsible for Monitoring: A Graeber
	Formative			**Summative**

	Nov	Jan	Mar	June
	100%	100%	100%	100%

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

Goal 2: Improve student learning through improved instructional practices in Math (Strategic Priority 1 and 2).

Performance Objective 1: 55% of DAEP students will obtain passing rates on Math CFA's.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Eduphoria

    Summative Evaluation: Met Objective

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Goal 4: DAEP will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: Seguin Alternative School will increase attendance from 87.7% to 90%. (Strategic Priority 4)

    High Priority

    Evaluation Data Sources: Attendance records

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			

Strategy 1: 100% of students will participate in social skills lessons on a daily basis with learning objective and clearly defined mastery path developed in SST meetings.   10% of students will be identified in T2.
 	
    Strategy's Expected Result/Impact: Intentional social skills class with an objective and CFU within social skills classes. fidelity checks for Social Skills, CICO, DBRC usage by teacher weekly every student/ daily for MTSS students
    Staff Responsible for Monitoring: D Johnson
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
	Formative			**Summative**

	Nov	Jan	Mar	June
	100%	100%	100%	100%

Strategy 2 Details	Reviews			

Strategy 2: 100% of students and parent/guardian will attend a Restorative-based transition meeting that will be held prior to students returning to their home campus.
    Strategy's Expected Result/Impact: Reduced behaviors upon students return to home campus; reduced recidivism rate; communicate successful strategies and interventions both behaviorally and academically from the DAEP.
    Staff Responsible for Monitoring: D. Johnson
	Formative			**Summative**

	Nov	Jan	Mar	June
	100%	100%	100%	100%

Strategy 3 Details	Reviews			

Strategy 3: 100% of teachers will attend /lead professional development for growth in staff wellness and student and staff social development: Trauma Informed Care, PBIS, Social Awareness, De-escalation techniques, restorative practices ....
    Strategy's Expected Result/Impact: Staff will become more socially aware of their needs as it relates to student needs.
    Staff Responsible for Monitoring: D. Johnson
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	Formative			**Summative**

	Nov	Jan	Mar	June
	25%	60%	85%	→

Strategy 4 Details	Reviews			
Strategy 4: 85% of students will leave DAEP on 'early release' for meeting campus expectations and participating in point system, social skills lessons, and PBIS system.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will participate in a structured system for an incentive combination of attendance, academic performance, and behavior demonstrated in each class period; for weekly rewards as well as placement early release. **Staff Responsible for Monitoring:** D. Johnson **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	100%	100%	100%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: DAEP will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: Seguin Alternative will achieve a teacher turnover rate of less than 25%.

Evaluation Data Sources: Weekly Faculty/Staff Recognition in weekly newsletter, Professional Development, PLC agendas, Staff wellness opportunities. Rounding techniques

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Set same goal for the following year as 40% of teachers were moved to other campuses, none-renewed or retired.

Goal 6: DAEP will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: 80% of parents/guardians will indicate their partnership with DAEP was successful.

Evaluation Data Sources: Parent Surveys, Parent Entry and Exit Surveys, Meeting Agendas, Social Media Posting, Parent Contacts

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: 80% of DAEP staff will make 1 positive contact a week as indicated on the positive vibe board.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Building a positive connection with parents closing the school/home gap.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: D Johnson	100%	100%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: A DAEP staff member will visit each secondary campus one time a month to meet with students that have returned to their home campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Capture academic and behavioral feedback, transition feedback and modifications for interventions and transition plans.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: A. Graeber	80%	85%	85%	100%

Strategy 3 Details	Reviews			
Strategy 3: DAEP staff (Administrator and counselor) will conduct monthly community and outreach events based on parent survey and campus needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Offering community connections and resources for families based on their need.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: D Johnson	100%	100%	100%	100%

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

Goal 6: DAEP will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: Seguin Alternative School will identify student needs and align community partnerships to build student success through wrap around services. Every student will have 1 need identified with an intervention identified in the transition plan. (Strategic Goal 6)

Evaluation Data Sources: partnership list identifying services, transition documents.

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: 70% attendance of partnership programming.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Create a master schedule to incorporate partnership programming that aligns with identified student needs for wrap around services **Staff Responsible for Monitoring:** A Graeber		**Nov**	**Jan**	**Mar**	**June**
		100%	100%	100%	100%

Strategy 2 Details		Reviews			
Strategy 2: Reduce recidivism rate from +20% to 10% by implementing wrap around services to include continued partnership with T.L.U., Bluebonnet Counseling Services, Guadalupe Juvenile Probation Department, C. Larson and community motivational speakers, Emmanuel Lutheran Church to further implement and refine the efforts of wraparound services.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Identified wrap around service will support students in their home environment for continue supports for students and families. **Staff Responsible for Monitoring:** A Graeber		100%	100%	100%	100%

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

Goal 7: 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

2022-23 Texas Academic Performance Report (TAPR)

District Name: SEGUIN ISD

Campus Name: DISCIPLINE ALTERNATIVE SCHOOL AT SAEGERT

Campus Number: 094901111

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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	2022	76%	68%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	51%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	30%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 3 Mathematics																
At Approaches Grade Level or Above	2022	71%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	43%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	21%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Reading																
At Approaches Grade Level or Above	2022	77%	71%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	54%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	28%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics																
At Approaches Grade Level or Above	2022	70%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	43%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	23%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Reading																
At Approaches Grade Level or Above	2022	81%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	58%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	36%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics																
At Approaches Grade Level or Above	2022	77%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	48%	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	25%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Science																
At Approaches Grade Level or Above	2022	66%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	38%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	18%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 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	2022	70%	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	43%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	23%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	39%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	16%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	56%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	37%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	31%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	13%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	58%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	37%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	40%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	14%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	45%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	24%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	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	2022	31%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	18%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	47%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	11%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	55%	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	9%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	63%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Meets Grade Level or Above	2022	43%	26%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Masters Grade Level	2022	27%	10%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	55%	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	21%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	86%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	68%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	42%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	97%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	64%	48%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	13%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Meets Grade Level or Above	2022	48%	34%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Masters Grade Level	2022	23%	14%	*	-	*	-	-	-	-	-	-	-	*	-	*	-

	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)
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	59%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Meets Grade Level or Above	2022	42%	27%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
At Masters Grade Level	2022	20%	10%	*	-	*	-	-	-	-	-	-	-	*	-	*	-

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

- Indicates there are no students in the group.

This campus is not rated on Progress (TAPR).

	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%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	74%	63%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2023	49%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	48%	34%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2023	20%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	23%	14%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	72%	59%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2023	45%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	42%	27%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2023	19%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	20%	10%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-

* 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**56%**	-	56%	-	-	-	-	-	-	-	67%	*	43%	-
Included in Accountability	93%	93%	**11%**	-	11%	-	-	-	-	-	-	-	17%	*	14%	-
Not Included in Accountability: Mobile	5%	4%	**44%**	-	44%	-	-	-	-	-	-	-	50%	*	29%	-
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	-
Not Tested	1%	2%	**44%**	-	44%	-	-	-	-	-	-	-	33%	*	57%	-
Absent	1%	2%	**44%**	44%	-	-	-	-	-	-	-	-	33%	*	57%	-
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	-
Reading																
Assessment Participant	99%	98%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
Included in Accountability	92%	93%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
Not Included in Accountability: Mobile	5%	5%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
Not Included in Accountability: Other Exclusions	2%	1%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
Not Tested	1%	2%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
Absent	1%	2%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
Other	0%	0%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
Mathematics																
Assessment Participant	99%	98%	*	-	*	-	-	-	-	-	-	-	*	*	*	-
Included in Accountability	93%	93%	*	-	*	-	-	-	-	-	-	-	*	*	*	-
Not Included in Accountability: Mobile	5%	5%	*	-	*	-	-	-	-	-	-	-	*	*	*	-
Not Included in Accountability: Other Exclusions	1%	0%	*	-	*	-	-	-	-	-	-	-	*	*	*	-
Not Tested	1%	2%	*	-	*	-	-	-	-	-	-	-	*	*	*	-
Absent	1%	1%	*	-	*	-	-	-	-	-	-	-	*	*	*	-
Other	0%	1%	*	-	*	-	-	-	-	-	-	-	*	*	*	-
Science																
Assessment Participant	98%	97%	*	-	*	-	-	-	-	-	-	-	*	*	*	-
Included in Accountability	93%	92%	*	-	*	-	-	-	-	-	-	-	*	*	*	-
Not Included in Accountability: Mobile	4%	4%	*	-	*	-	-	-	-	-	-	-	*	*	*	-
Not Included in Accountability: Other Exclusions	1%	0%	*	-	*	-	-	-	-	-	-	-	*	*	*	-
Not Tested	2%	3%	*	-	*	-	-	-	-	-	-	-	*	*	*	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	3%	*	-	*	-	-	-	-	-	-	-	*	*	*	-
Other	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%	90.0%	**86.8%**	*	86.3%	89.0%	*	-	*	*	*	86.2%	*
2020-21	95.0%	93.0%	**84.9%**	*	86.2%	*	-	-	-	-	*	83.4%	*
Chronic Absenteeism													
2021-22	25.7%	34.7%	**41.3%**	60.0%	41.5%	40.6%	*	-	*	*	58.6%	45.2%	47.8%
2020-21	15.0%	22.5%	**41.1%**	71.4%	39.8%	33.3%	-	-	-	-	50.0%	45.8%	54.5%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	**0.0%**	*	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
2020-21	0.9%	0.4%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2020-21	2.4%	0.6%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	92.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	91.4%	-	-	-	-	-	-	-	-	-	-	-

	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%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
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%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	1.2%	-	-	-	-	-	-	-	-	-	-	-
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%	69.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	69.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	72.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	70.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	68.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	70.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	68.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	456	368,686
By Ethnicity:				
African American	-	-	24	45,227
Hispanic	-	-	321	191,125
White	-	-	103	103,171
American Indian	-	-	1	1,159
Asian	-	-	1	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	5	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)	-	-	137	51,023
Foundation H.S. Program (Endorsement)	-	-	8	14,179
Foundation H.S. Program (DLA)	-	-	311	302,917
Special Education Graduates	-	-	49	32,447
Economically Disadvantaged Graduates	-	-	261	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	23	40,398
At-Risk Graduates	-	-	255	159,689
CTE Completers	-	-	91	107,502

There is no data for this campus.

There is no data for this campus.

	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%	30.7%	**0.0%**	*	0.0%	*	*	-	-	-	*	0.0%	0.0%
	2020-21	42.5%	29.9%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	*
English Language Arts	2021-22	16.6%	16.0%	**0.0%**	*	0.0%	*	*	-	-	-	*	0.0%	*
	2020-21	16.3%	14.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	*
Mathematics	2021-22	19.9%	7.5%	**0.0%**	*	0.0%	*	*	-	-	-	*	0.0%	0.0%
	2020-21	19.3%	7.1%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	*
Science	2021-22	21.1%	12.1%	**0.0%**	*	0.0%	*	*	-	-	-	*	0.0%	0.0%
	2020-21	20.6%	12.8%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	*
Social Studies	2021-22	22.8%	13.2%	**0.0%**	*	0.0%	*	*	-	-	-	*	0.0%	0.0%
	2020-21	22.8%	11.6%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	28.6%	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	46.1%	32.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	27	100.0%	7,197	5,504,150	27	100.0%	7,239	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.9%	0.7%	0	0.0%	1.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	7.1%	7.2%	0	0.0%	7.0%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.1%
Grade 5	1	3.7%	7.1%	7.2%	1	3.7%	7.1%	7.2%
Grade 6	2	7.4%	6.6%	7.3%	2	7.4%	6.5%	7.2%
Grade 7	2	7.4%	7.1%	7.4%	2	7.4%	7.1%	7.4%
Grade 8	10	37.0%	7.8%	7.7%	10	37.0%	7.7%	7.7%
Grade 9	10	37.0%	10.2%	8.7%	10	37.0%	10.1%	8.7%
Grade 10	1	3.7%	8.1%	7.9%	1	3.7%	8.1%	7.9%
Grade 11	1	3.7%	6.3%	7.0%	1	3.7%	6.3%	7.0%
Grade 12	0	0.0%	6.0%	6.6%	0	0.0%	6.0%	6.6%
Ethnic Distribution:								
African American	2	7.4%	3.6%	12.8%	2	7.4%	3.6%	12.8%
Hispanic	23	85.2%	70.6%	53.0%	23	85.2%	70.5%	52.9%
White	2	7.4%	23.5%	25.6%	2	7.4%	23.7%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.3%	5.1%	0	0.0%	0.3%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	1.7%	3.0%	0	0.0%	1.7%	3.0%
Sex:								
Female	10	37.0%	48.0%	48.8%	10	37.0%	48.0%	48.8%
Male	17	63.0%	52.0%	51.2%	17	63.0%	52.0%	51.2%
Economically Disadvantaged	21	77.8%	77.4%	62.1%	21	77.8%	77.2%	62.0%
Non-Educationally Disadvantaged	6	22.2%	22.6%	37.9%	6	22.2%	22.8%	38.0%
Section 504 Students	7	25.9%	7.5%	7.4%	7	25.9%	7.5%	7.4%
EB Students/EL	4	14.8%	12.9%	23.1%	4	14.8%	12.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	11	4.0%	3.4%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	2	7.4%	4.3%	5.5%	2	7.4%	4.3%	5.5%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	1	3.7%	1.3%	1.3%	1	3.7%	1.3%	1.3%
Immigrant	0	0.0%	1.3%	2.2%	0	0.0%	1.3%	2.2%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	4	14.8%	58.4%	64.6%	4	14.8%	58.6%	64.6%
Military Connected	0	0.0%	1.3%	3.6%	0	0.0%	1.3%	3.6%
At-Risk	23	85.2%	60.8%	53.3%	23	85.2%	60.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	4	14.8%	14.0%	23.2%	4	14.8%	13.9%	23.2%
Career and Technical Education	7	25.9%	19.9%	26.5%	7	25.9%	19.8%	26.5%
Career and Technical Education (9-12 grades only)	6	50.0%	59.4%	72.3%	6	50.0%	59.3%	72.2%
Gifted and Talented Education	1	3.7%	7.8%	8.2%	1	3.7%	7.7%	8.2%
Special Education	6	22.2%	16.0%	12.6%	6	22.2%	16.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	6							
By Type of Primary Disability Students with Intellectual Disabilities	*	*	40.8%	44.1%				
Students with Physical Disabilities	0	0.0%	19.2%	20.0%				
Students with Autism	0	0.0%	18.3%	15.5%				
Students with Behavioral Disabilities	*	*	19.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	271	100.0%	23.0%	16.8%				
By Ethnicity: African American	10	3.7%	1.3%	3.3%				
Hispanic	219	80.8%	16.3%	8.7%				
White	37	13.7%	4.9%	3.4%				
American Indian	1	0.4%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	1	0.4%	0.0%	0.0%				
Two or More Races	3	1.1%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	35	100.0%	23.0%	18.6%				
Count and Percent of EB Students/EL who are Mobile	26	100.0%	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	219	100.0%	23.7%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	0	0.0%	19.1%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.7%	1.5%	-	1.6%	4.5%
Grade 1	-	0.5%	2.5%	-	2.3%	3.6%
Grade 2	0.0%	0.5%	1.6%	-	1.1%	2.0%
Grade 3	-	0.7%	0.8%	-	0.0%	0.9%
Grade 4	0.0%	0.2%	0.5%	-	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.4%	-	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	54.5%	24.8%	8.7%	33.3%	41.5%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.4	18.7
Grade 1	-	17.6	19.1
Grade 2	-	18.6	19.1
Grade 3	-	18.9	19.3
Grade 4	-	18.2	19.4
Grade 5	1.0	18.1	20.8
Grade 6	2.0	16.6	19.2
Secondary:			
English/Language Arts	3.4	12.6	16.2
Foreign Languages	-	21.4	18.8
Mathematics	2.7	15.1	17.5
Science	3.0	17.5	18.5
Social Studies	3.4	17.7	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	10.8	100.0%	100.0%	100.0%
Professional Staff:	9.0	83.3%	62.0%	64.1%
Teachers	7.0	64.8%	43.8%	48.7%
Professional Support	1.0	9.3%	13.7%	10.9%
Campus Administration (School Leadership)	1.0	9.3%	3.3%	3.3%
Educational Aides:	1.8	16.7%	10.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	8.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	23.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	7.8	72.4%	51.2%	53.2%
Teachers by Ethnicity:				
African American	1.0	14.3%	3.3%	11.8%
Hispanic	3.0	43.1%	34.7%	29.6%
White	3.0	42.6%	60.7%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	2.0	28.7%	22.4%	24.4%
Females	5.0	71.3%	77.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	4.0	56.9%	73.8%	72.2%
Masters	3.0	43.1%	26.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	10.0%	9.7%
1-5 Years Experience	2.0	28.2%	36.9%	26.3%
6-10 Years Experience	2.0	28.7%	18.2%	20.5%
11-20 Years Experience	1.0	14.4%	22.7%	27.2%
21-30 Years Experience	1.0	14.4%	10.3%	13.3%
Over 30 Years Experience	1.0	14.3%	1.9%	2.9%

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Number of Students per Teacher	3.9	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	3.8	6.1
Average Years Experience of Principals with District	1.0	3.5	5.3
Average Years Experience of Assistant Principals	0.0	3.6	5.2
Average Years Experience of Assistant Principals with District	0.0	2.7	4.4
Average Years Experience of Teachers:	13.9	8.9	11.0
Average Years Experience of Teachers with District:	5.7	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$55,464	$53,300
1-5 Years Experience	$59,168	$56,117	$56,516
6-10 Years Experience	$55,540	$57,457	$59,732
11-20 Years Experience	$63,260	$61,136	$63,389
21-30 Years Experience	$65,519	$64,963	$67,876
Over 30 Years Experience	$70,492	$72,352	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$61,251	$58,649	$60,717
Professional Support	$73,745	$69,764	$72,022
Campus Administration (School Leadership)	$98,025	$87,217	$85,167
Instructional Staff Percent:	n/a	60.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.0	2,105.4

Program Information	----- Campus ----- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.3%	5.9%
Career and Technical Education	0.0	0.0%	3.8%	5.4%
Compensatory Education	0.5	6.6%	2.6%	3.2%
Gifted and Talented Education	0.2	3.5%	2.4%	1.7%
Regular Education	5.3	75.6%	75.4%	70.6%
Special Education	1.0	14.4%	7.5%	9.7%
Other	0.0	0.0%	2.0%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: SEGUIN ISD

Campus Name: JUVENILE DETENTION CENTER

Campus Number: 094901112

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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%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	65%	53%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
At Meets Grade Level or Above	2023	52%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	47%	35%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
At Masters Grade Level	2023	13%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	11%	5%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	72%	61%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
At Meets Grade Level or Above	2023	54%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	55%	41%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
At Masters Grade Level	2023	9%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	9%	4%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	83%	75%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
At Meets Grade Level or Above	2023	56%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	55%	41%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
At Masters Grade Level	2023	21%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	21%	12%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	90%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	89%	86%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
At Meets Grade Level or Above	2023	70%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	68%	58%	*	-	*	-	-	-	-	-	-	-	-	*	-	*

	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	38%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	42%	29%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
At Meets Grade Level or Above	2022	48%	34%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
At Masters Grade Level	2022	23%	14%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	64%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
At Meets Grade Level or Above	2022	53%	39%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
At Masters Grade Level	2022	25%	16%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	66%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
At Meets Grade Level or Above	2022	47%	34%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
At Masters Grade Level	2022	21%	12%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	67%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
At Meets Grade Level or Above	2022	50%	38%	*	-	*	-	-	-	-	-	-	-	-	*	-	*
At Masters Grade Level	2022	30%	19%	*	-	*	-	-	-	-	-	-	-	-	*	-	*

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

- Indicates there are no students in the group.

This campus is not rated on Progress (TAPR).

	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%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	74%	63%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Meets Grade Level or Above	2023	49%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	48%	34%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Masters Grade Level	2023	20%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	23%	14%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	75%	64%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Meets Grade Level or Above	2023	53%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	53%	39%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Masters Grade Level	2023	20%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	25%	16%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	76%	66%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Meets Grade Level or Above	2023	47%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	47%	34%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Masters Grade Level	2023	18%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	21%	12%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	71%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	75%	67%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Meets Grade Level or Above	2023	52%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	50%	38%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Masters Grade Level	2023	27%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	30%	19%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-

* 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%	**96%**	75%	98%	100%	-	-	-	100%	100%	60%	100%	94%	100%	92%
Included in Accountability	93%	93%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Not Included in Accountability: Mobile	4%	5%	**95%**	75%	96%	100%	-	-	-	100%	100%	60%	96%	94%	98%	85%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	0%	-	-	-	0%	0%	0%	4%	0%	2%	8%
Not Tested	1%	1%	**4%**	25%	2%	0%	-	-	-	0%	0%	40%	0%	6%	0%	8%
Absent	1%	1%	**4%**	25%	2%	0%	-	-	-	0%	0%	40%	0%	6%	0%	8%
Other	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%
Included in Accountability	92%	93%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Included in Accountability: Mobile	4%	4%	**96%**	*	94%	100%	-	-	-	*	100%	*	90%	100%	95%	80%
Not Included in Accountability: Other Exclusions	3%	2%	**4%**	*	6%	0%	-	-	-	*	0%	*	10%	0%	5%	20%
Not Tested	1%	1%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**94%**	*	92%	*	-	-	-	*	100%	*	100%	91%	100%	*
Included in Accountability	94%	93%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	*
Not Included in Accountability: Mobile	5%	5%	**94%**	*	92%	*	-	-	-	*	100%	*	100%	91%	100%	*
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	1%	**6%**	*	8%	*	-	-	-	*	0%	*	0%	9%	0%	*
Absent	1%	1%	**6%**	*	8%	*	-	-	-	*	0%	*	0%	9%	0%	*
Other	0%	1%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	*
Science																
Assessment Participant	99%	98%	**95%**	*	100%	*	-	-	-	*	100%	*	100%	92%	100%	*
Included in Accountability	93%	93%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	*
Not Included in Accountability: Mobile	4%	5%	**95%**	*	100%	*	-	-	-	*	100%	*	100%	92%	100%	*
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	2%	**5%**	*	0%	*	-	-	-	*	0%	*	0%	8%	0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	2%	**5%**	*	0%	*	-	-	-	*	0%	*	0%	8%	0%	*
Other	0%	0%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	99%	99%	**86%**	*	*	*	-	-	-	-	*	*	*	80%	*	*
Included in Accountability	94%	94%	**0%**	*	*	*	-	-	-	-	*	*	*	0%	*	*
Not Included in Accountability: Mobile	4%	4%	**86%**	*	*	*	-	-	-	-	*	*	*	80%	*	*
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	*	*	-	-	-	-	*	*	*	0%	*	*
Not Tested	1%	1%	**14%**	*	*	*	-	-	-	-	*	*	*	20%	*	*
Absent	1%	1%	**14%**	*	*	*	-	-	-	-	*	*	*	20%	*	*
Other	0%	0%	**0%**	*	*	*	-	-	-	-	*	*	*	0%	*	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**9%**	0%	17%	0%	-	-	-	-	0%	*	0%	13%	0%	40%
Not Included in Accountability: Mobile	5%	4%	**91%**	100%	83%	100%	-	-	-	-	100%	*	100%	88%	100%	60%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**100%**	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	*
Included in Accountability	92%	93%	**11%**	*	20%	*	-	-	-	-	0%	*	0%	14%	0%	*
Not Included in Accountability: Mobile	5%	5%	**89%**	*	80%	*	-	-	-	-	100%	*	100%	86%	100%	*
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	*
Not Tested	1%	2%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	*
Absent	1%	2%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	98%	**100%**	*	100%	*	-	-	-	-	*	*	*	100%	100%	*
Included in Accountability	93%	93%	**0%**	*	0%	*	-	-	-	-	*	*	*	0%	0%	*
Not Included in Accountability: Mobile	5%	5%	**100%**	*	100%	*	-	-	-	-	*	*	*	100%	100%	*

	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%	0%	**0%**	*	0%	*	-	-	-	-	*	*	*	0%	0%	*
Not Tested	1%	2%	**0%**	*	0%	*	-	-	-	-	*	*	*	0%	0%	*
Absent	1%	1%	**0%**	*	0%	*	-	-	-	-	*	*	*	0%	0%	*
Other	0%	1%	**0%**	*	0%	*	-	-	-	-	*	*	*	0%	0%	*
Science																
Assessment Participant	98%	97%	**100%**	*	100%	*	-	-	-	-	*	*	*	100%	100%	*
Included in Accountability	93%	92%	**10%**	*	20%	*	-	-	-	-	*	*	*	14%	0%	*
Not Included in Accountability: Mobile	4%	4%	**90%**	*	80%	*	-	-	-	-	*	*	*	86%	100%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	*	-	-	-	-	*	*	*	0%	0%	*
Not Tested	2%	3%	**0%**	*	0%	*	-	-	-	-	*	*	*	0%	0%	*
Absent	1%	3%	**0%**	*	0%	*	-	-	-	-	*	*	*	0%	0%	*
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	*	*	*	0%	0%	*
Social Studies																
Assessment Participant	98%	98%	*	-	*	-	-	-	-	-	*	-	*	*	*	*
Included in Accountability	94%	96%	*	-	*	-	-	-	-	-	*	-	*	*	*	*
Not Included in Accountability: Mobile	4%	2%	*	-	*	-	-	-	-	-	*	-	*	*	*	*
Not Included in Accountability: Other Exclusions	1%	0%	*	-	*	-	-	-	-	-	*	-	*	*	*	*
Not Tested	2%	2%	*	-	*	-	-	-	-	-	*	-	*	*	*	*
Absent	1%	2%	*	-	*	-	-	-	-	-	*	-	*	*	*	*
Other	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%	90.0%	**100.0%**	*	*	*	-	-	*	*	*	*	*
2020-21	95.0%	93.0%	**100.0%**	*	*	*	*	-	-	*	*	*	-
Chronic Absenteeism													
2021-22	25.7%	34.7%	**0.0%**	0.0%	0.0%	0.0%	-	-	*	*	0.0%	0.0%	*
2020-21	15.0%	22.5%	**0.0%**	0.0%	0.0%	*	-	-	-	-	0.0%	0.0%	-
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	**10.7%**	*	8.7%	*	-	-	-	-	0.0%	0.0%	*
2020-21	0.9%	0.4%	**21.4%**	*	0.0%	-	*	-	-	-	*	*	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.1%	**26.2%**	22.2%	26.3%	27.3%	-	-	*	*	12.5%	9.1%	*
2020-21	2.4%	0.6%	**23.3%**	41.7%	0.0%	20.0%	-	-	-	*	0.0%	10.0%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	88.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	*	-
Received TxCHSE	0.3%	0.2%	**3.7%**	0.0%	7.1%	0.0%	-	-	-	-	*	*	-
Continued HS	3.5%	4.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	*	-
Dropped Out	6.4%	6.8%	**96.3%**	100.0%	92.9%	100.0%	-	-	-	-	*	*	-
Graduates and TxCHSE	90.0%	88.6%	**3.7%**	0.0%	7.1%	0.0%	-	-	-	-	*	*	-
Graduates, TxCHSE, and Continuers	93.6%	93.2%	**3.7%**	0.0%	7.1%	0.0%	-	-	-	-	*	*	-
Class of 2021													
Graduated	90.0%	89.5%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	*	*
Received TxCHSE	0.3%	0.2%	**3.8%**	0.0%	8.3%	0.0%	-	-	-	-	*	*	*
Continued HS	3.9%	2.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	*	*
Dropped Out	5.8%	7.9%	**96.2%**	100.0%	91.7%	100.0%	-	-	-	-	*	*	*
Graduates and TxCHSE	90.3%	89.7%	**3.8%**	0.0%	8.3%	0.0%	-	-	-	-	*	*	*
Graduates, TxCHSE, and Continuers	94.2%	92.1%	**3.8%**	0.0%	8.3%	0.0%	-	-	-	-	*	*	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	91.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	*	*
Received TxCHSE	0.4%	0.2%	**3.8%**	0.0%	8.3%	0.0%	-	-	-	-	*	*	*
Continued HS	1.0%	0.9%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	*	*
Dropped Out	6.3%	7.7%	**96.2%**	100.0%	91.7%	100.0%	-	-	-	-	*	*	*
Graduates and TxCHSE	92.7%	91.4%	**3.8%**	0.0%	8.3%	0.0%	-	-	-	-	*	*	*

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
JUVENILE DETENTION CENTER (094901112) - SEGUIN ISD - GUADALUPE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	92.3%	**3.8%**	0.0%	8.3%	0.0%	-	-	-	-	*	*	*
Class of 2020													
Graduated	92.2%	91.6%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	-	-
Received TxCHSE	0.5%	0.4%	**4.8%**	*	7.7%	0.0%	-	-	-	-	*	-	-
Continued HS	1.1%	1.9%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	-	-
Dropped Out	6.2%	6.1%	**95.2%**	*	92.3%	100.0%	-	-	-	-	*	-	-
Graduates and TxCHSE	92.7%	92.1%	**4.8%**	*	7.7%	0.0%	-	-	-	-	*	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.9%	**4.8%**	*	7.7%	0.0%	-	-	-	-	*	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	92.1%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	-	-
Received TxCHSE	0.5%	0.6%	**9.5%**	*	7.7%	0.0%	-	-	-	-	*	-	-
Continued HS	0.5%	1.5%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	-	-
Dropped Out	6.2%	5.9%	**90.5%**	*	92.3%	100.0%	-	-	-	-	*	-	-
Graduates and TxCHSE	93.2%	92.7%	**9.5%**	*	7.7%	0.0%	-	-	-	-	*	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.1%	**9.5%**	*	7.7%	0.0%	-	-	-	-	*	-	-
Class of 2019													
Graduated	92.6%	95.3%	**0.0%**	*	0.0%	*	-	-	-	-	*	*	-
Received TxCHSE	0.6%	0.8%	**40.0%**	*	20.0%	*	-	-	-	-	*	*	-
Continued HS	0.6%	1.6%	**0.0%**	*	0.0%	*	-	-	-	-	*	*	-
Dropped Out	6.2%	2.2%	**60.0%**	*	80.0%	*	-	-	-	-	*	*	-
Graduates and TxCHSE	93.2%	96.1%	**40.0%**	*	20.0%	*	-	-	-	-	*	*	-
Graduates, TxCHSE, and Continuers	93.8%	97.8%	**40.0%**	*	20.0%	*	-	-	-	-	*	*	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	*	-
Class of 2021	90.0%	89.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	*	*
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%	2.8%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	1.2%	**-**	-	-	-	-	-	-	-	-	-	-
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%	69.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	69.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	72.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	70.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	68.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	70.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	68.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	456	368,686
By Ethnicity:				
African American	-	-	24	45,227
Hispanic	-	-	321	191,125
White	-	-	103	103,171
American Indian	-	-	1	1,159
Asian	-	-	1	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	5	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)	-	-	137	51,023
Foundation H.S. Program (Endorsement)	-	-	8	14,179
Foundation H.S. Program (DLA)	-	-	311	302,917
Special Education Graduates	-	-	49	32,447
Economically Disadvantaged Graduates	-	-	261	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	23	40,398
At-Risk Graduates	-	-	255	159,689
CTE Completers	-	-	91	107,502

There is no data for this campus.

	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%	40.8%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	25.9%	52.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	18.7%	26.5%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.4%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2021-22	12.6%	24.3%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	14.4%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	8.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	14.0%	5.7%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	10.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2021-22	7.5%	2.0%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	9.9%	*	-	*	*	-	-	-	-	*	-	*
	2021	21.1%	11.1%	*	-	-	*	-	-	-	-	-	-	-
English Language Arts	2022	13.2%	6.0%	*	-	*	*	-	-	-	-	*	-	*
	2021	12.1%	7.1%	*	-	-	*	-	-	-	-	-	-	-
Mathematics	2022	6.9%	2.4%	*	-	*	*	-	-	-	-	*	-	*
	2021	6.1%	0.5%	*	-	-	*	-	-	-	-	-	-	-
Science	2022	9.6%	1.1%	*	-	*	*	-	-	-	-	*	-	*
	2021	8.7%	2.9%	*	-	-	*	-	-	-	-	-	-	-
Social Studies	2022	12.5%	3.9%	*	-	*	*	-	-	-	-	*	-	*
	2021	11.6%	8.0%	*	-	-	*	-	-	-	-	-	-	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	37.0%	-	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	28.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	51.8%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	31.8%	-	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	70.0%	-	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	44.4%	-	-	-	-	-	-	-	-	-	-	-

	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%	2.8%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	39.3%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	70.8%	23.5%	-	-	-	-	-	-	-	-	-	-	-
At/Above Criterion for All Examinees	2021-22	32.1%	22.9%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	32.9%	43.4%	-	-	-	-	-	-	-	-	-	-	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	965	-	-	-	-	-	-	-	-	-	-	-
	2020-21	1002	1038	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2021-22	506	490	-	-	-	-	-	-	-	-	-	-	-
	2020-21	504	529	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	496	475	-	-	-	-	-	-	-	-	-	-	-
	2020-21	498	509	-	-	-	-	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	21.7	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.0	20.6	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	21.2	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.6	20.9	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	21.2	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.9	19.0	-	-	-	-	-	-	-	-	-	-	-
Science	2021-22	19.8	22.3	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.3	21.0	-	-	-	-	-	-	-	-	-	-	-

There is no data for this campus.

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	21	100.0%	7,197	5,504,150	21	100.0%	7,239	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.4%	4.4%	0	0.0%	5.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.9%	0.7%	0	0.0%	1.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	7.1%	7.2%	0	0.0%	7.0%	7.2%
Grade 2	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.1%
Grade 5	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 6	1	4.8%	6.6%	7.3%	1	4.8%	6.5%	7.2%
Grade 7	6	28.6%	7.1%	7.4%	6	28.6%	7.1%	7.4%
Grade 8	1	4.8%	7.8%	7.7%	1	4.8%	7.7%	7.7%
Grade 9	7	33.3%	10.2%	8.7%	7	33.3%	10.1%	8.7%
Grade 10	6	28.6%	8.1%	7.9%	6	28.6%	8.1%	7.9%
Grade 11	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 12	0	0.0%	6.0%	6.6%	0	0.0%	6.0%	6.6%
Ethnic Distribution:								
African American	4	19.0%	3.6%	12.8%	4	19.0%	3.6%	12.8%
Hispanic	11	52.4%	70.6%	53.0%	11	52.4%	70.5%	52.9%
White	5	23.8%	23.5%	25.6%	5	23.8%	23.7%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.3%	5.1%	0	0.0%	0.3%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	4.8%	1.7%	3.0%	1	4.8%	1.7%	3.0%
Sex:								
Female	7	33.3%	48.0%	48.8%	7	33.3%	48.0%	48.8%
Male	14	66.7%	52.0%	51.2%	14	66.7%	52.0%	51.2%
Economically Disadvantaged	4	19.0%	77.4%	62.1%	4	19.0%	77.2%	62.0%
Non-Educationally Disadvantaged	17	81.0%	22.6%	37.9%	17	81.0%	22.8%	38.0%
Section 504 Students	2	9.5%	7.5%	7.4%	2	9.5%	7.5%	7.4%
EB Students/EL	1	4.8%	12.9%	23.1%	1	4.8%	12.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.4%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	0	0.0%	4.3%	5.5%	0	0.0%	4.3%	5.5%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	0	0.0%	1.3%	1.3%	0	0.0%	1.3%	1.3%
Immigrant	0	0.0%	1.3%	2.2%	0	0.0%	1.3%	2.2%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	0	0.0%	58.4%	64.6%	0	0.0%	58.6%	64.6%
Military Connected	0	0.0%	1.3%	3.6%	0	0.0%	1.3%	3.6%
At-Risk	5	23.8%	60.8%	53.3%	5	23.8%	60.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	1	4.8%	14.0%	23.2%	1	4.8%	13.9%	23.2%
Career and Technical Education	6	28.6%	19.9%	26.5%	6	28.6%	19.8%	26.5%
Career and Technical Education (9-12 grades only)	5	38.5%	59.4%	72.3%	5	38.5%	59.3%	72.2%
Gifted and Talented Education	0	0.0%	7.8%	8.2%	0	0.0%	7.7%	8.2%
Special Education	5	23.8%	16.0%	12.6%	5	23.8%	16.1%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	5							
By Type of Primary Disability Students with Intellectual Disabilities	*	*	40.8%	44.1%				
Students with Physical Disabilities	0	0.0%	19.2%	20.0%				
Students with Autism	0	0.0%	18.3%	15.5%				
Students with Behavioral Disabilities	*	*	19.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	99	100.0%	23.0%	16.8%				
By Ethnicity: African American	12	12.1%	1.3%	3.3%				
Hispanic	67	67.7%	16.3%	8.7%				
White	17	17.2%	4.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	1	1.0%	0.0%	0.0%				
Two or More Races	2	2.0%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	19	100.0%	23.0%	18.6%				
Count and Percent of EB Students/EL who are Mobile	6	100.0%	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	21	100.0%	23.7%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	*	*	19.1%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.7%	1.5%	-	1.6%	4.5%
Grade 1	-	0.5%	2.5%	-	2.3%	3.6%
Grade 2	-	0.5%	1.6%	-	1.1%	2.0%
Grade 3	-	0.7%	0.8%	-	0.0%	0.9%
Grade 4	-	0.2%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.3%	0.3%	-	0.0%	0.4%
Grade 7	0.0%	0.4%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	66.7%	24.8%	8.7%	0.0%	41.5%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.4	18.7
Grade 1	-	17.6	19.1
Grade 2	-	18.6	19.1
Grade 3	-	18.9	19.3
Grade 4	-	18.2	19.4
Grade 5	-	18.1	20.8
Grade 6	-	16.6	19.2
Secondary:			
English/Language Arts	-	12.6	16.2
Foreign Languages	-	21.4	18.8
Mathematics	-	15.1	17.5
Science	-	17.5	18.5
Social Studies	-	17.7	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	3.0	100.0%	100.0%	100.0%
Professional Staff:	2.0	66.8%	62.0%	64.1%
Teachers	1.0	33.4%	43.8%	48.7%
Professional Support	1.0	33.4%	13.7%	10.9%
Campus Administration (School Leadership)	0.0	0.0%	3.3%	3.3%
Educational Aides:	1.0	33.2%	10.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	8.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	23.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	0.0	0.0%	51.2%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	3.3%	11.8%
Hispanic	0.0	0.0%	34.7%	29.6%
White	1.0	100.0%	60.7%	54.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	1.0	100.0%	22.4%	24.4%
Females	0.0	0.0%	77.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	1.0	100.0%	73.8%	72.2%
Masters	0.0	0.0%	26.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	10.0%	9.7%
1-5 Years Experience	0.0	0.0%	36.9%	26.3%
6-10 Years Experience	0.0	0.0%	18.2%	20.5%
11-20 Years Experience	1.0	100.0%	22.7%	27.2%
21-30 Years Experience	0.0	0.0%	10.3%	13.3%
Over 30 Years Experience	0.0	0.0%	1.9%	2.9%

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Number of Students per Teacher	21.0	n/a	15.0	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	3.8	6.1
Average Years Experience of Principals with District	0.0	3.5	5.3
Average Years Experience of Assistant Principals	0.0	3.6	5.2
Average Years Experience of Assistant Principals with District	0.0	2.7	4.4
Average Years Experience of Teachers:	20.0	8.9	11.0
Average Years Experience of Teachers with District:	20.0	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$55,464	$53,300
1-5 Years Experience	-	$56,117	$56,516
6-10 Years Experience	-	$57,457	$59,732
11-20 Years Experience	$63,260	$61,136	$63,389
21-30 Years Experience	-	$64,963	$67,876
Over 30 Years Experience	-	$72,352	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,260	$58,649	$60,717
Professional Support	$72,193	$69,764	$72,022
Campus Administration (School Leadership)	-	$87,217	$85,167
Instructional Staff Percent:	n/a	60.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	1.0	2,105.4

Program Information	----- Campus ----- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.3%	5.9%
Career and Technical Education	0.0	0.0%	3.8%	5.4%
Compensatory Education	1.0	100.0%	2.6%	3.2%
Gifted and Talented Education	0.0	0.0%	2.4%	1.7%
Regular Education	0.0	0.0%	75.4%	70.6%
Special Education	0.0	0.0%	7.5%	9.7%
Other	0.0	0.0%	2.0%	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.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021 - 2022 Actual Financial Data
Totals for SEGUIN ISD (094901)
Total Enrolled Membership: 7,039

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$37,073,784	58.55%	$5,267	$37,073,784	41.85%	$5,267	$26,795,122,749	39.67%	$4,960
State Operating Funds	$23,598,453	37.27%	$3,353	$24,423,973	27.57%	$3,470	$24,396,897,632	36.12%	$4,516
Federal Funds	$2,294,634	3.62%	$326	$25,887,432	29.22%	$3,678	$14,103,811,039	20.88%	$2,611
Other Local	$352,923	0.56%	$50	$1,203,888	1.36%	$171	$2,250,851,644	3.33%	$417
Total Operating Revenue	$63,319,794	100.00%	$8,996	$88,589,077	100.00%	$12,585	$67,546,683,064	100.00%	$12,504
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$15,798,361	92.71%	$2,244	$8,860,960,306	86.81%	$1,640
State Assistance for Debt Service	$0	0.00%	$0	$252,698	1.48%	$36	$319,288,915	3.13%	$59
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$34,298	0.20%	$5	$75,078,438	0.74%	$14
Other Receipts (excluding debt service financing)	$956,000	100.00%	$136	$956,000	5.61%	$136	$952,245,471	9.33%	$176
Total Other Revenue	$956,000	100.00%	$136	$17,041,357	100.00%	$2,421	$10,207,573,130	100.00%	$1,890
Subtotal: Operating and Other Revenue	$64,275,794	100.00%	$9,131	$105,630,434	100.00%	$15,006	$77,754,256,194	100.00%	$14,394
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	100.00%	$556
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	100.00%	$556
Subtotal: Operating, Other and Recaptured Revenue	$64,275,794	100.00%	$9,131	$105,630,434	100.00%	$15,006	$80,756,295,511	100.00%	$14,949
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0	$4,864,835,809	65.96%	$901
Estimated State TRS Contributions	$3,099,446	100.00%	$440	$3,099,446	100.00%	$440	$2,510,251,870	34.04%	$465
Subtotal: Debt Service Financing and TRS Estimate Revenue	$3,099,446	100.00%	$440	$3,099,446	100.00%	$440	$7,375,087,679	100.00%	$1,365
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$67,375,240	100.00%	$9,572	$108,729,880	100.00%	$15,447	$85,129,343,873	100.00%	$15,759
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$50,559,862	83.65%	$7,183	$67,184,991	79.74%	$9,545	$50,301,683,879	77.97%	$9,312

2021 - 2022 Actual Financial Data
Totals for SEGUIN ISD (094901)
Total Enrolled Membership: 7,039

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	$5,016,402	8.30%	$713	$6,623,768	7.86%	$941	$6,402,537,996	9.92%	$1,185
Supplies & Materials (Object 63xx)	$3,845,840	6.36%	$546	$9,052,018	10.74%	$1,286	$5,961,153,130	9.24%	$1,104
Other Operating Expenditures (Object 64xx)	$1,020,274	1.69%	$145	$1,392,190	1.65%	$198	$1,852,436,057	2.87%	$343
Total Operating Expenditures by Object	$60,442,378	100.00%	$8,587	$84,252,967	100.00%	$11,969	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$158,840	11.66%	$23	$158,840	0.44%	$23	$46,451,211	0.23%	$9
Debt Services (Object 65xx)	$665,000	48.83%	$94	$15,978,551	44.40%	$2,270	$9,844,903,533	48.41%	$1,822
Capital Outlay (Object 66xx)	$538,043	39.51%	$76	$19,846,669	55.15%	$2,820	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Object	$1,361,883	100.00%	$193	$35,984,060	100.00%	$5,112	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Object	$61,804,261	100.00%	$8,780	$120,237,027	100.00%	$17,082	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$34,998,369	57.90%	$4,972	$44,592,436	52.93%	$6,335	$36,035,016,731	55.85%	$6,671
Instructional Resources & Media Services (Function 12)	$931,197	1.54%	$132	$1,001,105	1.19%	$142	$646,159,944	1.00%	$120
Curriculum & Staff Development (Function 13)	$403,285	0.67%	$57	$1,317,586	1.56%	$187	$1,570,292,996	2.43%	$291
Instructional Leadership (Function 21)	$2,112,125	3.49%	$300	$2,857,288	3.39%	$406	$1,113,087,133	1.73%	$206
School Leadership (Function 23)	$3,688,477	6.10%	$524	$5,621,454	6.67%	$799	$3,715,762,954	5.76%	$688
Guidance Counseling Services (Function 31)	$1,926,575	3.19%	$274	$3,545,706	4.21%	$504	$2,527,496,320	3.92%	$468
Social Work Services (Function 32)	$547,811	0.91%	$78	$1,410,085	1.67%	$200	$230,790,970	0.36%	$43
Health Services (Function 33)	$751,771	1.24%	$107	$781,938	0.93%	$111	$753,509,900	1.17%	$139
Transportation (Function 34)	$2,689,848	4.45%	$382	$2,762,212	3.28%	$392	$1,904,677,571	2.95%	$353
Food Services (Function 35)	$0	0.00%	$0	$4,916,980	5.84%	$699	$3,228,715,442	5.00%	$598
Extracurricular (Function 36)	$2,004,645	3.32%	$285	$2,492,407	2.96%	$354	$1,918,276,966	2.97%	$355
General Administration (Function 41,92)	$2,497,416	4.13%	$355	$2,588,650	3.07%	$368	$2,123,586,250	3.29%	$393
Facilities Maintenance & Operations (Function 51)	$5,421,422	8.97%	$770	$7,341,044	8.71%	$1,043	$6,359,467,682	9.86%	$1,177
Security & Monitoring Services (Function 52)	$411,963	0.68%	$59	$649,034	0.77%	$92	$710,274,203	1.10%	$131
Data Processing Services (Function 53)	$2,032,841	3.36%	$289	$2,246,075	2.67%	$319	$1,330,336,046	2.06%	$246
Community Services (Function 61)	$24,633	0.04%	$3	$128,967	0.15%	$18	$326,634,310	0.51%	$60
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$23,725,644	0.04%	$4

2021 - 2022 Actual Financial Data
Totals for SEGUIN ISD (094901)
Total Enrolled Membership: 7,039

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	$60,442,378	100.00%	$8,587	$84,252,967	100.00%	$11,969	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$158,840	11.66%	$23	$158,840	0.44%	$23	$46,451,211	0.23%	$9
Non-Operating Expenditures by Function (1x-9x) (65xx)	$665,000	48.83%	$94	$15,978,551	44.40%	$2,270	$9,844,903,533	48.41%	$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	$538,043	39.51%	$76	$19,846,669	55.15%	$2,820	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Function	$1,361,883	100.00%	$193	$35,984,060	100.00%	$5,112	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Function	$61,804,261	100.00%	$8,780	$120,237,027	100.00%	$17,082	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$28,028,804	46.37%	$3,982	$30,739,554	36.48%	$4,367	$26,146,309,896	40.53%	$4,840
Gifted and Talented (PIC 21)	$346,083	0.57%	$49	$355,188	0.42%	$50	$395,634,789	0.61%	$73
Career and Technical (PIC 22)	$1,932,088	3.20%	$274	$2,127,351	2.52%	$302	$2,129,549,811	3.30%	$394
Students with Disabilities (PICs 23,33,43)	$8,329,882	13.78%	$1,183	$10,156,077	12.05%	$1,443	$7,957,924,392	12.33%	$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	$3,487,471	5.77%	$495	$9,258,575	10.99%	$1,315	$6,383,291,216	9.89%	$1,182
Bilingual (PICs 25,35)	$462,799	0.77%	$66	$564,949	0.67%	$80	$731,950,646	1.13%	$135
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0	$10,905,874	0.02%	$2
PreKindergarten (PIC 32)	$808,937	1.34%	$115	$814,692	0.97%	$116	$522,860,562	0.81%	$97
Early Education Allotment (PIC 36)	$1,516,998	2.51%	$216	$1,523,558	1.81%	$216	$1,241,323,456	1.92%	$230
Dyslexia or Related Disorder Services (PIC 37)	$413,732	0.68%	$59	$415,665	0.49%	$59	$348,794,218	0.54%	$65
College, Career, and Military Readiness (CCMR) (PIC 38)	$88,402	0.15%	$13	$88,954	0.11%	$13	$340,365,348	0.53%	$63
Athletics/Related Activities (PIC 91)	$1,413,574	2.34%	$201	$1,741,751	2.07%	$247	$1,264,746,717	1.96%	$234
Un-Allocated (PIC 99)	$13,613,608	22.52%	$1,934	$26,466,653	31.41%	$3,760	$17,044,154,137	26.42%	$3,155
Total Operating Expenditures by Program Intent Code (PIC)	$60,442,378	100.00%	$8,587	$84,252,967	100.00%	$11,969	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$158,840	11.66%	$23	$158,840	0.44%	$23	$46,451,211	0.23%	$9
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$665,000	48.83%	$94	$15,978,551	44.40%	$2,270	$9,844,903,533	48.41%	$1,822
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$538,043	39.51%	$76	$19,846,669	55.15%	$2,820	$10,445,000,110	51.36%	$1,934

2021 - 2022 Actual Financial Data
Totals for SEGUIN ISD (094901)
Total Enrolled Membership: 7,039

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	$1,361,883	100.00%	$193	$35,984,060	100.00%	$5,112	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$61,804,261	100.00%	$8,780	$120,237,027	100.00%	$17,082	$84,854,165,916	100.00%	$15,708

Disbursements
Total Disbursements

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	$60,442,378	96.72%	$8,587	$84,252,967	69.54%	$11,969	$64,517,811,062	71.92%	$11,943
Recapture	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	3.35%	$556
Total Other Uses	$55,761	0.09%	$8	$55,761	0.05%	$8	$1,174,039,601	1.31%	$217
Intergovernmental Charge	$634,239	1.01%	$90	$865,516	0.71%	$123	$681,506,755	0.76%	$126
Capital Outlay (Object 61xx-64xx)	$158,840	0.25%	$23	$158,840	0.13%	$23	$46,451,211	0.05%	$9
Debt Service (Object 65xx)	$665,000	1.06%	$94	$15,978,551	13.19%	$2,270	$9,844,903,533	10.97%	$1,822
Capital Projects (Object 66xx)	$538,043	0.86%	$76	$19,846,669	16.38%	$2,820	$10,445,000,110	11.64%	$1,934
Total Disbursements	$62,494,261	100.00%	$8,878	$121,158,304	100.00%	$17,212	$89,711,751,589	100.00%	$16,607

Tax Rates
2021 - 2022 (current tax year) Tax Rates

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Maintenance & Operations Tax Rate				0.8996			0.9543		
Interest & Sinking Tax Rate				0.3850			0.2270		
Total Tax Rate				1.2846			1.1813		

Tax Detail

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Maximum Compressed Tax Rate (MCR)				0.8396			0.8616		
Tier I Tax Rate				0.8396			0.8615		
Tier II Tax Rate (Enrichment Pennies)				0.0600			0.0928		

Fund Balance**
Fund Balance

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Nonspendable Fund Balance	$262,840		$37	$262,840		$37	$390,605,886		$78
Restricted Fund Balance	$468,865		$67	$34,147,053		$4,851	$24,753,496,577		$4,926

2021 - 2022 Actual Financial Data
Totals for SEGUIN ISD (094901)
Total Enrolled Membership: 7,039

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Committed Fund Balance	$0		$0	$0		$0	$4,412,645,483		$878
Assigned Fund Balance	$0		$0	$0		$0	$4,020,147,608		$800
Unassigned Fund Balance	$35,839,125		$5,092	$35,839,125		$5,092	$17,164,429,624		$3,416
Total Fund Balance**	$36,570,830		$5,195	$70,249,018		$9,980	$50,741,325,178		$10,098
Fund Balance Reconciliation									
2020-2021 Total Fund Balance (Previous Year)	$31,689,946		$4,600	$83,599,321		$12,135			
2021-2022 Excess (Deficiency) Operating Expenditures	$0		$0	$0		$0	$-7,094,836,097		$-1,412
2021-2022 Excess (Deficiency) Non-Operating Expenditures	$0		$0	$0		$0	$13,356,331,866		$2,658
2021-2022 Uncommon Items	$4,880,884		$693	$-13,350,303		$-1,897			
2021-2022 Total Fund Balance	$36,570,830		$5,195	$70,249,018		$9,980			

2022-2023 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:
CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2022-2023 Accreditation Status | Reason For Status | Notes

Show 100 ∨ entries

Search: Seguin

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
094901	SEGUIN ISD	13	A - Superior Achievement	Not Rated: Senate Bill 1365	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,206 total entries)

Previous 1 Next

Campus Improvement Plans found under respective campus tab.

Violent and Criminal Report 2022-2023 School Year

	PEIMS	BALL	JEFF	ROD	WEIN	MCQ	PATL	KOEN	VOGEL	JB	AJB	SHS	MBLC	BURGES	2022-2023
Uses, Exhibits, or Possesses a Firearm (SSCO)	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Uses, exhibits or Possesses an Illegal Knife	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Uses, Exhibits or Possesses a Club (SSCO)	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Uses, Exhibits or Possesses a Weapon (SSCO)	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arson (SSCO)	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Murder, Capital Murder, or Criminal Attempt to Commit Murder/Capital Murder (SSCO)	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indecency with a Child (SSCO)	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Kidnapping (SSCO)	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault Against Employee/Volunteer	29	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault Against other School Empl/Vol	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sexual Assault or Aggrav Sexual Assault Against School Employee/Volunteer	31	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sexual Assault or Aggrav Sexual Assault Against Someone Other Than School Employee/Volunteer	32	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Felony Controlled Substance Violation (SSCO)	36	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Felony Alcohol violation	37	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated robbery	46	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Manslaughter	47	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Criminally negligent homicide	48	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Engages in deadly conduct	49	0	0	0	0	0	0	0	0	0	0	0	0		0
Total # of Incidents		0	0	0	0	0	0	0	0	0	0	0	0	0	0

Texas Education Agency 2022-2023 Guidance - School Safety Choice Option

SSCO - Safety School Choice Options	Total =	0
Both SSCO and Violent Criminal Offenses	Total =	0

Report of 2020-2021 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2022

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2020-2021 high school graduates who attended public four-year and two-year higher education in FY 2022. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2021, spring 2022, and summer 2022 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2022, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2022 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

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
	SEGUIN ISD								
	094901002	MERCER & BLUMBERG LRN CTR							
		Four-Year Public University	2						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	67						
		Total High School Graduates	74						
	094901001	SEGUIN H S							
		Four-Year Public University	64	13	9	12	12	17	1
		Two-Year Public Colleges	34	6	1	8	6	11	2
		Independent Colleges & Universities	24						
		Not Trackable	21						
		Not Found	234						
		Total High School Graduates	377						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

County=GUADALUPE

District	Code	Institution	Students
		ALAMO CCD NW VISTA COLLEGE (000307)	8
		TEXAS LUTHERAN UNIVERSITY (003641)	8
		UNIVERSITY OF HOUSTON (003652)	7
		BLINN COLLEGE DISTRICT (003549)	5
		SAM HOUSTON STATE UNIVERSITY (003606)	5
		TARLETON STATE UNIVERSITY (003631)	5
		TEXAS A&M UNIV-KINGSVILLE (003639)	5
		TEXAS SOUTHERN UNIVERSITY (003642)	5
		Other Pub/Ind 4-yr Institution (26)	47
		Other Pub/Ind 2-yr Institution (17)	24
		Not trackable	131
		Not found	694
		Total high school graduates	*1,393*
SEGUIN ISD	094901	TEXAS STATE UNIVERSITY (003615)	28
		TEXAS LUTHERAN UNIVERSITY (003641)	14
		U. OF TEXAS AT SAN ANTONIO (010115)	12
		TEXAS A&M UNIVERSITY (003632)	11
		ALAMO CCD SAN ANTONIO COLLEGE (009163)	9
		ALAMO CCD NE LAKEVIEW COLLEGE (000309)	8
		BLINN COLLEGE DISTRICT (003549)	7
		ALAMO CCD ST. PHILIPS COLLEGE (003608)	5
		SAM HOUSTON STATE UNIVERSITY (003606)	5
		Other Pub/Ind 4-yr Institution (19)	32
		Other Pub/Ind 2-yr Institution (6)	9
		Not trackable	15
		Not found	302
		Total high school graduates	*457*

Texas Higher Education COORDINATING BOARD

Annual TSI High School Summary Report

Student Performance on Texas Success Initiative (TSI) Readiness Measures

2020-2021 High School Graduates Enrolled in Texas Public Higher Education in Fall 2021

May, 2023

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Annual Texas Success Initiative (TSI) Report of Student Readiness Status
Statewide Summary Report

Introduction

As mandated by state statute, the Texas Success Initiative (TSI) includes standards for minimum test scores or performance in the areas of mathematics, writing, and reading that indicate students' readiness to enroll in freshman-level academic college coursework. Public higher education institutions must have a developmental education plan for students who do not meet minimum standards.

Every semester, Texas public higher education institutions report information to the Texas Higher Education Coordinating Board (THECB) about their students' TSI status at the time of initial enrollment. The data collected is used to produce this report about the TSI status of recent public high school graduates who enroll in Texas public higher education the following fall and for a number of other reports.

As with prior TSI high school reports, this TSI report contains state-level data summaries disaggregated by student ethnicity, gender, high school diploma type, and economic status. Additionally, the report includes public school district results for each county, and district(s) within each county, listed alphabetically, but without further disaggregation. The data for very small districts (those with fewer than five graduates or five students enrolled or for which no students passed any one of the TSI Standards categories) are combined into a single row at the top of the district-specific section of the report.

State-level data for the current report is available below and can be accessed through a link on the top of page 2. Public school district data can be accessed in the ISD report using the link here or at the top of this page. **No direct comparisons should be made with the data in reports prior to 2009 (see relevant 2009 policy change in the following section).**

Policy Changes Over Time: Interpreting TSI College Readiness Rates

From 2009 to present, there have been several policy changes, by statute and administrative rule, that have had an impact on how TSI college readiness rates are reported. These include changes in reporting methodology, assessments used, and modifications in the TSI college readiness standards, as summarized below.

Spring 2021 | Implementation of TSIA2

The Texas Success Initiative, Version 2.0 (TSIA2) was launched on January 11, 2021. A major change included integration of Reading and Writing tests into one new test (English Language Arts and Reading (ELAR)) and reduction of diagnostic tests to one per subject area.

Fall 2017 | Change in TSIA Writing Section Readiness Standards

College readiness standards for the TSIA Writing section were modified effective Fall 2017, as amended in Texas Administrative Code (TAC) §4.57 and apply to both first-time-in-college (FTIC) enrollees and those who enrolled prior to 2017 who had not yet demonstrated readiness in writing. Between the 2015-2016 and the 2016-2017 reports, these new standards likely account for a portion of some increases in college readiness

rates for TSIA Writing and for all TSIA sections taken in the state-level summaries by group and school district. The methodology for determining TSI college readiness rates remained unchanged from 2009.

2014 – 2015 | Modified High School Graduation Testing Requirements

Between the 2013-2014 report and the 2014-2015 report, the percentage of high school graduates entering college for the first time who were TSI-met decreased substantially. This decrease likely was related to changes in the high school graduation testing requirements that began in Fall 2014. The passage of HB 5 in the 84th legislative session removed the requirement that current and future high school students be required to take the STAAR English III and Algebra II End-of-Course (EOC) exams. Receiving a TAKS Exit Level or STAAR EOC score that meets the TSI college readiness standard in a section (Math, Reading, or Writing) is one of the allowable exemptions for meeting the college readiness standard specified in the Texas Administrative Code (TAC) §4.54. Prior to the 2014-2015 graduating cohort, almost all high school students were required to take the TAKS Exit-Level assessments and a large percentage of students entering higher education used scores on those assessments to demonstrate college readiness. For the 2014-2015 graduating cohort, the percentage of first-time-in-college (FTIC) students having automatic access to STAAR English III and Algebra II EOCs declined precipitously. Without these qualifying exams, students going to college needed to use other available tests to meet or exempt the TSI testing requirements (TSIA, ACT, SAT). Differences in purpose, alignment of content to high school coursework, cost, and timing and location of administration across these exams contribute to the changes in college readiness rates observed. The methodology for determining TSI college readiness status remained the same from 2009.

Report Components & Definitions

Total High School Graduates

Number of students who graduated from a Texas public high school in academic year 2020-2021

Enrolled in Texas Public Higher Education

Number and percent of 2020-2021 high school graduates who enrolled in a public higher education institution the following fall (Fall 2021)

Met TSI Standards

Number and percent of 2020-2021 high school graduates who enrolled in Texas public higher education the following fall and who met TSI minimum standards**.** The percentage of students who met TSI is calculated by dividing the number who met the standard(s) in one or all the TSI sections by the total number of students who enrolled in Texas Public Higher Education the following fall. ***Note.*** *Not included in the Met TSI Standards categories are enrollees for whom TSI minimum standards do not apply, are waived, or are exempted through military exemptions. Examples include students with military service, students enrolled in non-credit or non-degree programs, and students enrolled in a Level-One certificate program.*

All Three Areas

Number and percent of high school graduates enrolled in Texas public higher education who met TSI standards in all three subject areas prior to the Fall 2021 semester via (1) an approved test for TSI exemption (SAT, ACT, TAKS, or STAAR EOC), (2) the Texas Success Initiative Assessment (TSIA) and/or (3) other allowable means.

Math

Number and percent of high school graduates who met the TSI standard in math prior to the Fall 2021 semester via (1) the related section of a STAAR Algebra II EOC, TAKS, SAT, or ACT test, (2) the related section of the TSIA, or (3) other allowable means.

Writing

Number and percent of high school graduates who met the TSI standard in writing prior to the Fall 2021 semester via (1) the related section of a STAAR English III EOC, TAKS, SAT, or ACT test, (2) the related section of the TSIA, or (3) other allowable means.

Reading

Number and percent of high school graduates who met the TSI standard in reading prior to the Fall 2021 semester via (1) the related section of a STAAR English III EOC, TAKS, SAT, or ACT test, (2) the related section of the TSIA, or (3) other allowable means.

Annual TSI Test Report of Student Performance
Enrolled in Texas Higher Education

Table 1. Summary by Ethnicity: High School Graduates Enrolled in Texas Higher Education, Fall 2019 - Fall 2021

	Met TSI Standards in All Areas								
	2019			2020			2021		
Ethnicity (TEA)	Grads Enrolled	Met (N)	Met (%)	Grads Enrolled	Met (N)	Met (%)	Grads Enrolled	Met (N)	Met (%)
Asian	11,599	10,173	87.7	10,259	8,926	87.0	10,154	8,555	84.3
African American	18,162	8,147	44.9	15,344	6,352	41.4	14,944	5,701	38.1
Hispanic	78,831	42,392	53.8	64,511	34,339	53.2	66,134	31,934	48.3
American Indian	491	302	61.5	395	211	53.4	371	201	54.2
Hawaiian/ Pacific Islander	173	98	56.6	157	105	66.9	160	90	56.3
Two or More Races	3,159	2,183	69.1	2,843	1,902	66.9	2,951	1,816	61.5
White	49,172	36,052	73.3	44,822	30,981	69.1	42,914	28,148	65.6
Total	161,587	99,347	61.5	138,331	82,816	59.9	137,628	76,445	55.5

Source: THECB, TEA High School Graduates data
Note: Texas Education Agency (TEA) categorizations of race and ethnicity have been used for this analysis.

Table 2. Summary by Ethnicity: 2020-2021 High School Graduates Enrolled in Texas Higher Education in Fall 2021

			Met TSI Standards			
Ethnicity (TEA)	HS Grads	Enrolled in HE	All areas	Math	Writing	Reading
Asian	18,030	56% (10,154)	84% (8,555)	87% (8,870)	89% (9,072)	89% (9,004)
African American	44,018	34% (14,944)	38% (5,701)	42% (6,331)	58% (8,679)	56% (8,346)
Hispanic	183,306	36% (66,134)	48% (31,934)	54% (35,352)	69% (45,326)	65% (42,776)
American Indian	1,195	31% (371)	54% (201)	61% (226)	70% (260)	70% (259)
Hawaiian/ Pacific Islander	553	29% (160)	56% (90)	62% (99)	73% (116)	71% (114)
Two or More Races	7,842	38% (2,951)	62% (1,816)	65% (1,929)	78% (2,300)	77% (2,258)
White	103,898	41% (42,914)	66% (28,148)	69% (29,757)	81% (34,725)	80% (34,377)
Total	358,842	38% (137,628)	56% (76,445)	60% (82,564)	73% (100,478)	71% (97,134)

Source: THECB, TEA High School Graduates data
Note: Texas Education Agency (TEA) categorizations of race and ethnicity have been used for this analysis.

Table 3. Summary by Gender: 2020-2021 High School Graduates Enrolled in Texas Higher Education in Fall 2021

			Met TSI Standards			
Gender	HS Grads	Enrolled in HE	All areas	Math	Writing	Reading
Male	178,240	34% (60,381)	56% (34,013)	62% (37,151)	71% (42,612)	69% (41,634)
Female	180,602	43% (77,247)	55% (42,432)	59% (45,413)	75% (57,866)	72% (55,500)

		38%	56%	60%	73%	71%
Total	358,842	(137,628)	(76,445)	(82,564)	(100,478)	(97,134)

Source: THECB, TEA High School Graduates data

Table 4. Summary by Economically Disadvantaged Status: 2020-2021 High School Graduates Enrolled in Texas Higher Education in Fall 2021

			Met TSI Standards			
Economic Status	HS Grads	Enrolled in HE	All areas	Math	Writing	Reading
N/A	175,302	44% (76,729)	64% (49,151)	68% (52,027)	80% (61,018)	78% (59,984)
Free Meal	126,123	32% (40,781)	43% (17,583)	49% (19,770)	64% (25,923)	60% (24,321)
Red. Price	14,790	42% (6,253)	53% (3,294)	58% (3,626)	71% (4,432)	69% (4,311)
Other	42,627	33% (13,865)	46% (6,417)	52% (7,141)	66% (9,105)	61% (8,518)
Total	358,842	38% (137,628)	56% (76,445)	60% (82,564)	73% (100,478)	71% (97,134)

Source: THECB, TEA High School Graduates data
Note: Texas Education Agency (TEA) categorizations of economically disadvantaged status have been used for this analysis.

Table 5. Summary by Diploma Types: 2020-2021 High School Graduates Enrolled in Texas Higher Education in Fall 2021

			Met TSI Standards			
Diploma Types	HS Grads	Enrolled in HE	All areas	Math	Writing	Reading
Distinguished	564	50% (280)	48% (135)	53% (147)	64% (179)	62% (173)
Individual Ed Plan	10,728	10% (1,017)	4% (41)	5% (53)	11% (114)	10% (99)
Minimum	4,915	14% (669)	7% (47)	11% (70)	16% (107)	13% (86)
Recommended	165	10% (17)	35% (6)	35% (6)	47% (8)	47% (8)
Foundation	342,470	40% (135,645)	56% (76,216)	61% (82,288)	74% (100,070)	71% (96,768)
Total	358,842	38% (137,628)	56% (76,445)	60% (82,564)	73% (100,478)	71% (97,134)

Source: THECB, TEA High School Graduates data

Texas Higher Education
COORDINATING BOARD

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Annual TSI Test Report of Student Performance
2020-2021 High School Graduates
Enrolled in Texas Higher Education During Fall 2021
Statewide Summary by County and School District

County Name   **District Name**

NOTE: "Small districts" combines records where HS Grads < 5 or Enrolled < 5
    or any N under "Met TSI Standards" = 0

						Met TSI Standards								
			Enrolled		All Areas		Math		Writing		Reading			
	HS Grads	N	%grads	N	%Enrs	N	%Enrs	N	%Enrs	N	%Enrs	N	%Enrs	
Total	358,842	137,628	38.4	76,445	55.5	82,564	60.0	100,478	73.0	97,134	70.6			
GUADALUPE														
Total	2,011	680	33.8	418	61.5	437	64.3	560	82.4	536	78.8			
SEGUIN ISD	451	95	21.1	53	55.8	56	58.9	82	86.3	74	77.9			

Seguin ISD Strategic Plan 2025

Seguin ISD Vision: Exceptional students to exceptional citizens.
Seguin ISD Mission: To cultivate, inspire and empower students to grow and learn.

Goal 1: (HB3)

Grade	2021 STAAR Meets *20-21 TAPR* 2021 % Meets or Above	2022 STAAR Meets BASELINE *21-22 TAPR* 2022 % Meets or Above	2023 STAAR Meets *22-23 TAPR* 2023 % Meets or Above	August 2025 GOAL STAAR Meets 2024 GOAL % Meets or Above
3rd	27%	35%	40%	49%

3rd Grade STAAR Reading

Seguin ISD Strategic Plan 2025

Seguin ISD Vision: Exceptional students to exceptional citizens.
Seguin ISD Mission: To cultivate, inspire and empower students to grow and learn.

Goal 2: (HB3)

Grade	2021 STAAR Meets *20-21 TAPR* 2021 % Meets or Above	2022 STAAR Meets BASELINE *21-22 TAPR* 2022 % Meets or Above	2023 STAAR Meets *22-23 TAPR* 2023 % Meets or Above	August 2025 GOAL STAAR Meets 2024 GOAL % Meets or Above
3rd	27%	36%	37%	49%

3rd Grade STAAR MATH

Seguin ISD Strategic Plan 2025

Seguin ISD Vision: Exceptional students to exceptional citizens.
Seguin ISD Mission: To cultivate, inspire and empower students to grow and learn.

Goal 3: (HB3)

	2018 CCMR 2016-17 Grads	2019 CCMR 2017-18 Grads	2020 CCMR 2018-19 Grads	2021 CCMR 2019-20 Grads	2022 CCMR 2020-21 Grads	2023 CCMR 2021-22 Grads	August 2025 GOAL 2024 CCMR 2022-23 Grads
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Percent of Graduates meeting one or more CCMR indicator	37%	48%	51%	39%	40%	51%	73%

College, Career, and Military Readiness (CCMR)
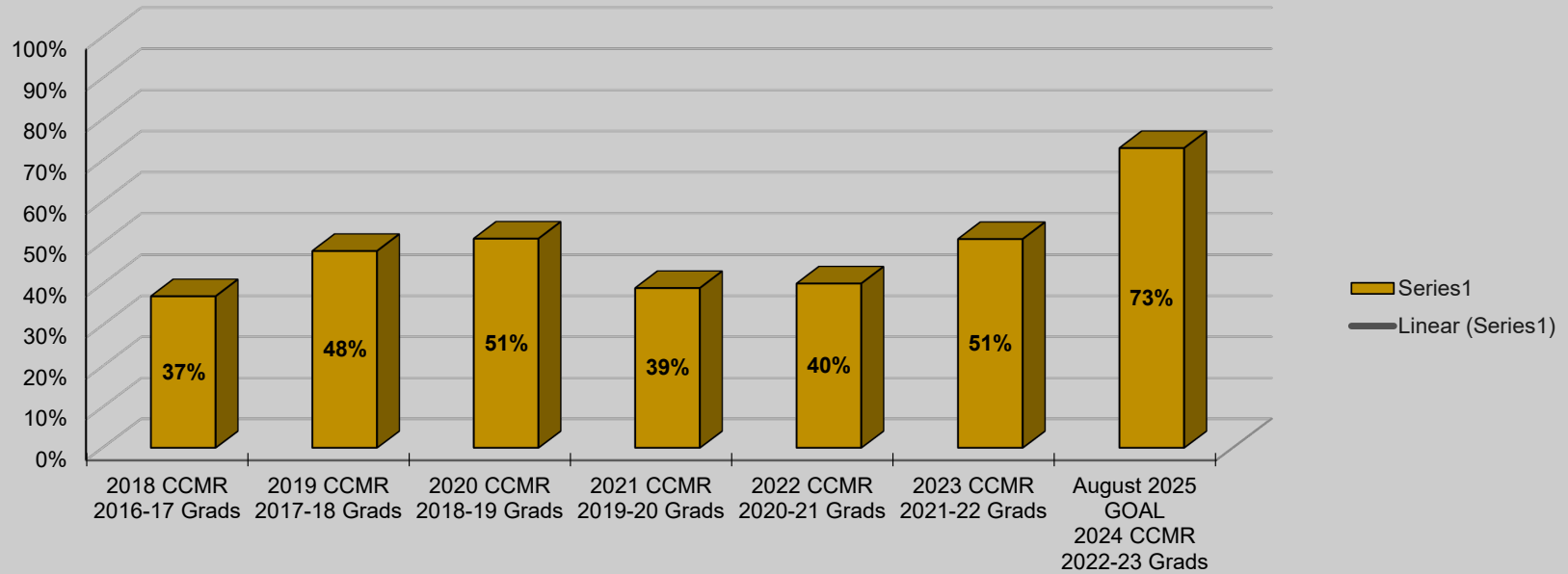
2022–23 Texas Academic Performance Report (TAPR) Glossary

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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

School Progress Domain— Annual Growth is the percentage of students that grew academically by at least one school 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 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:

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

(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:

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

(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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

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.

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

(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:

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

(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:

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

(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:

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

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

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

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

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

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:

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

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

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

(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:

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

(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:

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

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

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

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

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

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:

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

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

number of students from the cohort who received a TxCHSE by August 31, 2022

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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:

number of students from the cohort who were enrolled in the fall of the 2022–23 school year

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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:

number of students from the cohort who dropped out before fall of the 2022–23 school year

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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:

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

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number of students in the 2020 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 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

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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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

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.

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

(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.

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

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.

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

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.

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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.

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

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.

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

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.

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

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.

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

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:

2022–23 Texas Academic Performance Report (TAPR) Glossary

- 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)*

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

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)*

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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)*

2022–23 Texas Academic Performance Report (TAPR) Glossary

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*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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:

2022–23 Texas Academic Performance Report (TAPR) Glossary

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

Any Subject.

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

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)*

$$\frac{\text{number of 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2021-22 annual graduates}}$$

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

$$\frac{\text{number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{Number of 2021-22 annual graduates}}$$

2022–23 Texas Academic Performance Report (TAPR) Glossary

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

$$\frac{\text{number of 2021-22 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who earned an approved industry-based certification}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who earned a level I or level II certificate}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2021-22 annual graduates}}$$

2022–23 Texas Academic Performance Report (TAPR) Glossary

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.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA
number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics
number of 2021-22 annual graduates

Both Subjects.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA <u>and</u> mathematics
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.

number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA
number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics
number of 2021-21 annual graduates

Both Subjects.

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
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)*

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.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

2022–23 Texas Academic Performance Report (TAPR) Glossary

English Language Arts.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(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.

$$\frac{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2021-22 graduates who took either the SAT or the ACT

$$\frac{}{\text{number of 2021-22 graduates reported}}$$

(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:

$$\frac{\text{number of 2021-22 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2021-22 graduates reported}}$$

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.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

(2) *English Language Arts and Writing:* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

(3) *Mathematics:* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

(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.

$$\frac{\text{sum of ACT composite scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

(2) *English Language Arts:* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

(3) *Mathematics:* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

(4) *Science:* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2021-22}}$$

English Language Arts.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2021-22}}$$

Mathematics.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22}}$$

Science.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least}}{\text{one science advanced/dual-credit course}}$$
$$\text{number of students in grades 9–12 who received credit for at least one science course in 2021-22}$$

Social Studies.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least}}{\text{one social studies advanced/dual-credit course}}$$
$$\text{number of students in grades 9–12 who received credit for at least one social studies course in 2021-22}$$

(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.

$$\frac{\text{number of graduates during the 2020-21 school year who attended a public or independent}}{\text{college or university in Texas in the following academic year}}$$
$$\text{number of graduates during the 2020-21 school year}$$

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.

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

(Data source: PEIMS 40100 and TEA Student Assessment Division)

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:

number of students with one or more disciplinary placements
___
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).

$$\frac{\text{number of students in the 2022–23 school year considered as at risk}}{\text{total number of students}}$$

(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)

2022–23 Texas Academic Performance Report (TAPR) Glossary

- 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).

$$\frac{\text{number of mobile students in 2021–22}}{\text{number of students who were in membership at any time during the 2021–22 school year}}$$

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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

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:

$$\frac{\text{number of students enrolled in fall 2021} - \text{number of students who returned in fall 2022}}{\text{number of students enrolled in fall 2021}}$$

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).

$$\frac{\text{number of students enrolled in the same grade from one school year to the next}}{\text{number of students enrolled from one school year who return the next year or who graduate}}$$

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)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2021–22 school year}}$$

(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).

2022–23 Texas Academic Performance Report (TAPR) Glossary

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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

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:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 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)*

2022–23 Texas Academic Performance Report (TAPR) Glossary

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)

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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.