

International Leadership of Texas
College Station Middle School
2021-2022 Campus Improvement Plan

Mission Statement

The mission of International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish and Chinese languages, and strengthening the body, mind and character.

Vision

ILTexas College Station Middle School will grow and nurture students while guiding them as they reach their academic capacity. While attending ILTexas College Station Middle School, students will build relationships and excel academically. At the same time, learners will develop a love for serving others and a desire to live a healthy lifestyle.

Value Statement

All students have value. All students have potential. All students have the right to high expectations, caring teachers and a loving learning environment. Our job is to receive students as they are, then move them forward as much as possible. School and parent collaboration is paramount.

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Comprehensive Needs Assessment

Revised/Approved: June 18, 2021

Demographics

Demographics Summary

ILTexas CSMS serves students from various academic backgrounds that include different public school districts, charter schools, private schools and home school. A total of 471 students enrolled at ILTexas CSMS during the 2020-2021 snapshot date. A variety of different race and ethnicities are represented, with the top three being Hispanic/Latino 38.11%, Black/African Amer 10.37%, and White 41.71%. We serve a significant number of English Language Learners with 50 students served. Further special program breakdown shows 72 Gifted and Talented students enrolled and 40 students enrolled in Special Education

Demographics Strengths

Student enrollment represents a wide range of educational backgrounds and cultures. At our campus Chinese and Spanish international teachers are a part of the instructional team for content (DLI program) and language courses (secondary). Diverse teachers and staff increase multicultural awareness by providing real world experiences for our students. Our campus promotes leadership opportunities and builds aspiring administrators with more than 5 staff enrolled in AAA academy. Build a strong foundation at K-5 by placing experience educators in these grade levels. Increase social platform use (Facebook/LinkedIn) to attract & retain quality applicants.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We will need to continue to plan for the diverse population of students we receive **Root Cause:** Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations

Problem Statement 2 (Prioritized): There is inconsistency in student learning gaps and needs **Root Cause:** COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement

Problem Statement 3 (Prioritized): 65% of teachers have 1-5 years of teaching experience, 97% of teachers have a bachelor's degree or higher, and our teachers have an average of about 3.6 years of experience. **Root Cause:** Surrounding districts have a competitive salary that makes hiring process challenging

Problem Statement 4 (Prioritized): Gaps in personal relationships, collaboration, and team building. Some staff don't know other staff members nor have a relationship with them across grade levels/content areas. **Root Cause:** COVID-19 protocols did not allow for in-person meetings, social distancing and other safety measures prohibited interaction amongst staff.

Student Learning

Student Learning Summary

Please see data uploaded to Addendums*

Student Learning Strengths

The focus for ILTexas is to provide a rigorous curriculum to all students based on the TEKS-RS scope and sequence

All students receive instruction in both Spanish and Mandarin Chinese beginning in Kindergarten and continuing through High School

Students at the elementary levels participate in a two-way dual language program

Instruction and learning is supported through our leadership education at the high school level, character education in elementary and middle school, and the K-12 physical education program

CSMS uses a common master schedule to allow for common planning times and inter-district PLC opportunities on a daily and weekly basis

Common Unit Assessments and other on-going formative assessments are used at regular intervals during the learning cycles to gauge mastery learning

Data Days are set aside for teachers to understand where students are and to purposefully plan for instruction, remediation, and extension

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is inconsistency in student learning gaps and needs. **Root Cause:** COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement

Problem Statement 2 (Prioritized): We will need to continue to plan for the diverse population of students we receive **Root Cause:** Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations

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Problem Statement 4 (Prioritized): 65% of teachers have 1-5 years of teaching experience, 97% of teachers have a bachelor's degree or higher, and our teachers have an average of about 3.6 years of experience. **Root Cause:** Surrounding districts have a competitive salary that makes hiring process challenging

Problem Statement 5 (Prioritized): Teachers are not mastering the content they are being asked to teach our students. **Root Cause:** Resources change frequently

Problem Statement 6 (Prioritized): Communication was a concern this year. **Root Cause:** Learning about events and changes last minute

Problem Statement 7 (Prioritized): We have many student and staff needs in the area of technology. **Root Cause:** We have only have one Instructional Technician for ES, MS, and Aggieland HS campuses.

Problem Statement 8 (Prioritized): Gaps in personal relationships, collaboration, and team building. Some staff don't know other staff members nor have a relationship with them across grade levels/content areas. **Root Cause:** COVID-19 protocols did not allow for in-person meetings, social distancing and other safety measures prohibited interaction amongst staff.

School Processes & Programs

School Processes & Programs Summary

International leadership of Texas College Station MS employs highly qualified staff in all areas. Teachers hold a bachelor's degree from an accredited university, furthermore bilingual and special education teachers are required to be fully certified by TEA. We aim to recruit teachers with diverse backgrounds and experiences to incorporate into the classroom. Teachers and staff are recruited throughout the US, Spain, China, and other countries. ILTexas recruitment efforts extend to multiple countries offering teachers J1 international visas. Our international educators provide students multicultural world experiences through learning. The recruitment incentives include stipends in the areas of math, science, bilingual, and special education. In addition, our goal is to attract and retain certified experienced educators to build a strong foundation at our lower grade levels. Our experienced educators have an opportunity to lead within their grade level and participate in our aspiring administrators academy. We strive to develop our educators and encourage them to transition into leadership roles. Staff retention is our highest priority and employees participate in extensive professional development sessions that provide ongoing guidance and support. The retention rate for 2019-2020 has steadily increased throughout the years. See addendum for additional data.

ILTexas CS curriculum is TEKS based and is required to follow a scope and sequence rooted in state standards. Teachers are required to use these resources to guide their planning, instruction and assessment. Planning, instruction and assessment will be aligned - horizontally and vertically. Curriculum, instruction and assessment will be at the heart of all PLC meetings. Planning and instruction will be driven by and responsive to student data.

The school organizational structure provides support at many level for teachers, students and parents. Teachers have planning/meeting time built into their school day to meet and plan with grade level. Teachers also have dedicated data days built into the school year calendar. Professional development opportunities are also available to teachers. Each grade level has a grade level administrator (GLA) to oversee the grade and to support the teacher in the day to day operations. Each grade level has a teacher assistant.

Technology is the heartbeat of our campus - as exemplified during COVID-19 forcing remote learning, we were able to pivot and students continued learning virtually.

School Processes & Programs Strengths

As of last year: 65% of teachers have 1-5 years of teaching experience, 97% of teachers have a bachelor's degree or higher, and our teachers have an average of about 3.6 years of experience.

See addendum related to Campus Staff Information for additional data.

Instruction will be driven by a range of data points Data days will allow for teachers to review and plan to be responsive to student data Two-way immersion program structure Daily PLC with each grade level team TEKS-based resources Academic tools, including Learning A-Z, STEMScopes, Leveled Reading, etc. Use of creativity in lesson design Pearson Envision is a useful tool, closely aligned to the TEKS Dual Language structure will improve student outcomes across languages and contents Chromebooks will allow teachers to support technological literacy and incorporate various medias into their instruction Students K-8 will utilize technology daily for their instruction and learning Texas A&M partnership with Dr. Wijekumar, ELA strategies. Further, we will be using the Dean and a staff of remediation teachers and instructional aides to focus on instructional GAPS created during the global pandemic.

- Horizontal (grade level) PLC built into workday
- Teacher support structure - Grade Level Administ

SMART Boards in all classrooms

Chromebook ratio 1:1 in Kindergarten to 8th Grade

Laptops for all teachers

Teachers utilize technology daily in their instruction.

rators, APs, Principal

- Regular updates and newsletters to parents and faculty/staff
- District calendar includes Data Dive Days

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 65% of teachers have 1-5 years of teaching experience, 97% of teachers have a bachelor's degree or higher, and our teachers have an average of about 3.6 years of experience. **Root Cause:** Surrounding districts have a competitive salary that makes hiring process challenging

Problem Statement 2 (Prioritized): Teachers are not mastering the content they are being asked to teach our students. **Root Cause:** Resources change frequently

Problem Statement 3 (Prioritized): Communication was a concern this year. **Root Cause:** Learning about events and changes last minute

Problem Statement 4 (Prioritized): We have many student and staff needs in the area of technology. **Root Cause:** We have only have one Instructional Technician for ES, MS, and Aggieland HS campuses.

Problem Statement 5 (Prioritized): We will need to continue to plan for the diverse population of students we receive **Root Cause:** Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations

Problem Statement 6: Limited parents/community were involved in campus events **Root Cause:** COVID-19 protocols did not allow for visitors or even volunteers at the school

Perceptions

Perceptions Summary

ILTexas College Station prides itself in a positive learning and working environment for students and staff. The culture of our campus is rooted in "what is best for students" as it relates to student academic achievement and safety. All decisions are based on what is best for the students and teachers, exhibiting our motto of Other's Before Self.

ILTexas CSES encourages parents via our extensive PTO, WATCH DOGS dads, and several volunteer initiatives that are marketed through these vehicles. We have dozens of community partners ranging from restaurants to local stores and businesses in our local community.

Perceptions Strengths

The culture of our campus is rooted in "what is best for students" as it relates to student academic achievement and safety. All decisions are based on what is best for the students and teachers, exhibiting our motto of Other's Before Self.

ILTexas CSES PTO is the top organization in our area that works hard to collaborate and raise funds to support our students and teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Gaps in personal relationships, collaboration, and team building. Some staff don't know other staff members nor have a relationship with them across grade levels/content areas. **Root Cause:** COVID-19 protocols did not allow for in-person meetings, social distancing and other safety measures prohibited interaction amongst staff.

Problem Statement 2: Limited parents/community were involved in campus events **Root Cause:** COVID-19 protocols did not allow for visitors or even volunteers at the school

Problem Statement 3 (Prioritized): Communication was a concern this year. **Root Cause:** Learning about events and changes last minute

Priority Problem Statements

Problem Statement 10: We will need to continue to plan for the diverse population of students we receive

Root Cause 10: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations

Problem Statement 10 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 11: There is inconsistency in student learning gaps and needs

Root Cause 11: COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement

Problem Statement 11 Areas: Demographics - Student Learning

Problem Statement 12: 65% of teachers have 1-5 years of teaching experience, 97% of teachers have a bachelor's degree or higher, and our teachers have an average of about 3.6 years of experience.

Root Cause 12: Surrounding districts have a competitive salary that makes hiring process challenging

Problem Statement 12 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 13: Gaps in personal relationships, collaboration, and team building. Some staff don't know other staff members nor have a relationship with them across grade levels/content areas.

Root Cause 13: COVID-19 protocols did not allow for in-person meetings, social distancing and other safety measures prohibited interaction amongst staff.

Problem Statement 13 Areas: Demographics - Student Learning - Perceptions

Problem Statement 14: There is inconsistency in student learning gaps and needs.

Root Cause 14: COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement

Problem Statement 14 Areas: Student Learning

Problem Statement 15: Teachers are not mastering the content they are being asked to teach our students.

Root Cause 15: Resources change frequently

Problem Statement 15 Areas: Student Learning - School Processes & Programs

Problem Statement 16: Communication was a concern this year.

Root Cause 16: Learning about events and changes last minute

Problem Statement 16 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 17: We have many student and staff needs in the area of technology.

Root Cause 17: We have only have one Instructional Technician for ES, MS, and Aggieland HS campuses.

Problem Statement 17 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR released test questions
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- TTESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Study of best practices





Goals

Revised/Approved: June 18, 2021

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022

Performance Objective 1: The percent of English learners that score "Meets Grade Level" on STAAR Reading will increase from 34% to 39% by June 2022.

Evaluation Data Sources: STAAR Reading, English EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and AL team will focus on English learners based on data dive and intentionally focus on Reading strategies</p> <p>Strategy's Expected Result/Impact: Increase Reading STAAR scores for EL students</p> <p>Staff Responsible for Monitoring: AL team, teachers, GLA, Dean, APs</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/ data analysis resources (and subsequent related PD). This includes hard copies as tools/software to scaffold instruction (ie. People's Education - Measuring Up, Lead4Ward data module, dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language, professional books for staff to increase their knowledge of DLI/ESL Program.</p> <p>Strategy's Expected Result/Impact: Improved instruction and performance with our ELLs</p> <p>Staff Responsible for Monitoring: ALL STAFF</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	May	June
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Performance Objective 1 Problem Statements:





Student Learning

Problem Statement 1: There is inconsistency in student learning gaps and needs. **Root Cause:** COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022

Performance Objective 2: By June 2022, EL students at ILTexas will increase the TELPAS performance level from 31% to, at least, 36%

Evaluation Data Sources: TELPAS Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will focus on TELPAS data from 2020-21 to improve instructional strategies with the end in mind Strategy's Expected Result/Impact: Increased TELPAS scores for EL students Staff Responsible for Monitoring: teachers, GLA, APs, LOTE team Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 1 Funding Sources: - 263 - Title III	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: 65% of teachers have 1-5 years of teaching experience, 97% of teachers have a bachelor's degree or higher, and our teachers have an average of about 3.6 years of experience. Root Cause: Surrounding districts have a competitive salary that makes hiring process challenging
Student Learning
Problem Statement 4: 65% of teachers have 1-5 years of teaching experience, 97% of teachers have a bachelor's degree or higher, and our teachers have an average of about 3.6 years of experience. Root Cause: Surrounding districts have a competitive salary that makes hiring process challenging
School Processes & Programs
Problem Statement 1: 65% of teachers have 1-5 years of teaching experience, 97% of teachers have a bachelor's degree or higher, and our teachers have an average of about 3.6 years of experience. Root Cause: Surrounding districts have a competitive salary that makes hiring process challenging

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022

Performance Objective 3: The percent of 6th grade students that score on grade level or above in Reading will increase from 57% to 70% by June 2022 using the MAP tool.

Evaluation Data Sources: MAP Reading Data

Strategy 1 Details	Reviews			
Strategy 1: Accelerated Learning team will be intentional with instruction for struggling 6th grade readers Strategy's Expected Result/Impact: Increased MAP achievement in 6th grade Reading Staff Responsible for Monitoring: AL team, teachers, GLA, APs Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is inconsistency in student learning gaps and needs. Root Cause: COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022

Performance Objective 4: The percent of 7th grade students that score on grade level or above in Reading will increase from 77% to 90% by June 2022 using the MAP tool.

Evaluation Data Sources: MAP Reading Data

Strategy 1 Details	Reviews			
Strategy 1: Focus efforts on improving Reading comprehension in students in Grade 7 by planning with the end in mind Strategy's Expected Result/Impact: Improved 7th grade MAP data in Reading Staff Responsible for Monitoring: Teachers, GLA, APs Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: There is inconsistency in student learning gaps and needs Root Cause: COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement
Student Learning
Problem Statement 3: There is inconsistency in student learning gaps and needs Root Cause: COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022

Performance Objective 5: The percent of 8th grade students that score on grade level or above in Reading will increase from 68% to 80% by June 2022 using the MAP tool.

Evaluation Data Sources: MAP Reading Data

Strategy 1 Details	Reviews			
Strategy 1: Increase rigor of instruction to meet the end goals tested and measured by MAP Reading Assessment Strategy's Expected Result/Impact: Increased MAP scores in 8th grade Reading Staff Responsible for Monitoring: teachers, GLA, APs Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3	Formative			Summative
	Nov	Jan	May	June
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Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: There is inconsistency in student learning gaps and needs Root Cause: COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement
Student Learning
Problem Statement 3: There is inconsistency in student learning gaps and needs Root Cause: COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021

Performance Objective 1: The percent of English learners that score "Meets Grade Level" on STAAR Math will increase from 35% to 49% by June 2022.

Evaluation Data Sources: STAAR Math Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Focused approach to identify EL learners and target instruction to fill Math gaps by identified frequently missed TEKS</p> <p>Strategy's Expected Result/Impact: increase STAAR Math scores for EL learners</p> <p>Staff Responsible for Monitoring: teachers, AL team, LOTE team</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is inconsistency in student learning gaps and needs. Root Cause: COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement</p>

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021

Performance Objective 2: The percent of 6th grade students that score on grade level or above in math will increase from 65% to 78% by June 2022 using the MAP tool

Evaluation Data Sources: Math MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize instructional strategies through accelerated learning model via enrichment/remediation, push-in, pull-outs and tutorials to improve Math and all content area scores for students.</p> <p>Strategy's Expected Result/Impact: 6th grade MAP scores in math increasing</p> <p>Staff Responsible for Monitoring: teachers, AL team, GLA, APs, Dean</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: There is inconsistency in student learning gaps and needs. Root Cause: COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement</p>

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021

Performance Objective 3: The percent of 7th grade students that score on grade level or above in math will increase from 82% to 92% by June 2022 using the MAP tool

Evaluation Data Sources: Math MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Increase rigor of assessments to match the end product of how students will be assessed. Strategy's Expected Result/Impact: increase math MAP scores and sustain growth in student achievement Staff Responsible for Monitoring: teachers, GLA, AP, AL team Title I Schoolwide Elements: 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 - School Processes & Programs 5	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We will need to continue to plan for the diverse population of students we receive Root Cause: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations
Student Learning
Problem Statement 1: There is inconsistency in student learning gaps and needs. Root Cause: COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement
Problem Statement 2: We will need to continue to plan for the diverse population of students we receive Root Cause: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations
School Processes & Programs
Problem Statement 5: We will need to continue to plan for the diverse population of students we receive Root Cause: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021

Performance Objective 4: The percent of 8th grade students that score on grade level or above in math will increase from 78% to 90% by June 2022 using the MAP tool

Evaluation Data Sources: Math MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Focus on gaps in Math TEKS and be intentional about instruction Strategy's Expected Result/Impact: increased 8th grade Math MAP scores Staff Responsible for Monitoring: teachers, AL Math team, dean, APs, GLA Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2, 4 - Student Learning 3, 8 - Perceptions 1	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: There is inconsistency in student learning gaps and needs Root Cause: COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement
Problem Statement 4: Gaps in personal relationships, collaboration, and team building. Some staff don't know other staff members nor have a relationship with them across grade levels/content areas. Root Cause: COVID-19 protocols did not allow for in-person meetings, social distancing and other safety measures prohibited interaction amongst staff.
Student Learning
Problem Statement 3: There is inconsistency in student learning gaps and needs Root Cause: COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement
Problem Statement 8: Gaps in personal relationships, collaboration, and team building. Some staff don't know other staff members nor have a relationship with them across grade levels/content areas. Root Cause: COVID-19 protocols did not allow for in-person meetings, social distancing and other safety measures prohibited interaction amongst staff.
Perceptions
Problem Statement 1: Gaps in personal relationships, collaboration, and team building. Some staff don't know other staff members nor have a relationship with them across grade levels/content areas. Root Cause: COVID-19 protocols did not allow for in-person meetings, social distancing and other safety measures prohibited interaction amongst staff.

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021

Performance Objective 1: Secondary LOTE classes students will complete language performance assessments to demonstrate language proficiency as documented in their Seesaw language portfolio.

Evaluation Data Sources: AAPPL





Strategy 1 Details	Reviews			
<p>Strategy 1: Focus on the end goals of the assessment throughout the process. Students should be exposed to the rigor of the language proficiency assessments all six-weeks.</p> <p>Strategy's Expected Result/Impact: Increased scores on AAPPL</p> <p>Staff Responsible for Monitoring: LOTE team</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is inconsistency in student learning gaps and needs. Root Cause: COVID-19 and virtual/hybrid learning has created gaps in student learning/academic achievement</p>

Goal 4: The percent of teacher retained annually will increase from 72% to 90% by June 2022

Performance Objective 1: ILTexas will bolster the professional development plan for all mentor teachers and APs over mentor teachers by the end of June 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Focus on meaningful mentor teacher partnerships with veteran ILTexas staff and rookies. Ongoing relationship building and cultivating of culture throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention.</p> <p>Staff Responsible for Monitoring: ALL STAFF</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 4 - Student Learning 8 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will engage with teachers to build a positive work culture through collaboration of various on campus events. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.</p> <p>Strategy's Expected Result/Impact: Increased Parental Involvement.</p> <p>Staff Responsible for Monitoring: ALL STAFF</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 2, 6 - School Processes & Programs 3, 5 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: We will need to continue to plan for the diverse population of students we receive Root Cause: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations</p>
<p>Problem Statement 4: Gaps in personal relationships, collaboration, and team building. Some staff don't know other staff members nor have a relationship with them across grade levels/content areas. Root Cause: COVID-19 protocols did not allow for in-person meetings, social distancing and other safety measures prohibited interaction amongst staff.</p>
Student Learning
<p>Problem Statement 2: We will need to continue to plan for the diverse population of students we receive Root Cause: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations</p>
<p>Problem Statement 6: Communication was a concern this year. Root Cause: Learning about events and changes last minute</p>

Student Learning

Problem Statement 8: Gaps in personal relationships, collaboration, and team building. Some staff don't know other staff members nor have a relationship with them across grade levels/content areas. **Root Cause:** COVID-19 protocols did not allow for in-person meetings, social distancing and other safety measures prohibited interaction amongst staff.

School Processes & Programs

Problem Statement 3: Communication was a concern this year. **Root Cause:** Learning about events and changes last minute

Problem Statement 5: We will need to continue to plan for the diverse population of students we receive **Root Cause:** Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations

Perceptions

Problem Statement 1: Gaps in personal relationships, collaboration, and team building. Some staff don't know other staff members nor have a relationship with them across grade levels/content areas. **Root Cause:** COVID-19 protocols did not allow for in-person meetings, social distancing and other safety measures prohibited interaction amongst staff.





Problem Statement 3: Communication was a concern this year. **Root Cause:** Learning about events and changes last minute

Goal 5: To improve the culture and climate of our campuses by the end of the 2021-2022 school year.

Performance Objective 1: The culture and climate of our campuses will improve with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety and security from 60% to 85% by the end of the 2021-2022 school year.

Targeted or ESF High Priority

Evaluation Data Sources: AIM FOR SUCCESS

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students).</p> <p>Strategy's Expected Result/Impact: Improved SEL in our students</p> <p>Staff Responsible for Monitoring: Counselors, ADMIN</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

2019-20 Campus Student Information									
District Name: IN1							School Type: Middle		
Campus Name: ILTEXAS COLLEGE STATION MIDDLE (057848031)									
----- Membership-----					----- Enrollment -----				
----- Campus -----					----- Campus -----				
Student Information	Count	Percent	District	State	Count	Percent	District	State	
Total Students	405	100.00%	19,359	5,479,173	405	100.00%	19,359	5,493,940	
Students by Grade:									
Early Childhood Ed	0	0.00%	0.00%	0.30%	0	0.00%	0.00%	0.50%	
Pre-Kindergarten	0	0.00%	0.00%	4.50%	0	0.00%	0.00%	4.50%	
Kindergarten	0	0.00%	9.30%	7.00%	0	0.00%	9.30%	7.00%	
Grade 1	0	0.00%	10.10%	7.10%	0	0.00%	10.10%	7.10%	
Grade 2	0	0.00%	10.10%	7.10%	0	0.00%	10.10%	7.10%	
Grade 3	0	0.00%	9.90%	7.10%	0	0.00%	9.90%	7.10%	
Grade 4	0	0.00%	9.70%	7.30%	0	0.00%	9.70%	7.30%	
Grade 5	0	0.00%	9.60%	7.60%	0	0.00%	9.60%	7.60%	
Grade 6	155	38.30%	9.70%	7.70%	155	38.30%	9.70%	7.70%	
Grade 7	136	33.60%	9.30%	7.70%	136	33.60%	9.30%	7.70%	
Grade 8	73	18.00%	8.40%	7.50%	73	18.00%	8.40%	7.50%	
Grade 9	41	10.10%	5.00%	8.20%	41	10.10%	5.00%	8.20%	
Grade 10	0	0.00%	3.80%	7.40%	0	0.00%	3.80%	7.40%	
Grade 11	0	0.00%	3.00%	6.90%	0	0.00%	3.00%	6.90%	
Grade 12	0	0.00%	2.00%	6.40%	0	0.00%	2.00%	6.40%	
Ethnic Distribution:									
African American	41	10.10%	28.20%	12.60%	41	10.10%	28.20%	12.60%	
Hispanic	149	36.80%	51.30%	52.80%	149	36.80%	51.30%	52.80%	
White	182	44.90%	12.50%	27.00%	182	44.90%	12.50%	27.00%	
American Indian	1	0.20%	0.30%	0.40%	1	0.20%	0.30%	0.40%	
Asian	15	3.70%	4.50%	4.60%	15	3.70%	4.50%	4.60%	

Pacific Islander	0	0.00%	0.10%	0.20%	0	0.00%	0.10%	0.20%
Two or More Races	17	4.20%	3.20%	2.50%	17	4.20%	3.20%	2.50%
Sex: Female	245	60.50%	52.10%	48.80%	245	60.50%	52.10%	48.80%
Male	160	39.50%	47.90%	51.20%	160	39.50%	47.90%	51.20%
Economically Disadvantaged	167	41.20%	66.20%	60.30%	167	41.20%	66.20%	60.20%
Non-Educationally Disadvantaged	238	58.80%	33.80%	39.70%	238	58.80%	33.80%	39.80%
Section 504 Students	55	13.60%	5.00%	6.90%	55	13.60%	5.00%	6.90%
English Learners (EL)	26	6.40%	29.40%	20.30%	26	6.40%	29.40%	20.30%
Students w/ Discipline	0	0.00%	0.00%	1.50%				
Students w/ Dyslexia	14	3.50%	1.50%	4.10%	14	3.50%	1.50%	4.10%
Foster Care	0	0.00%	0.00%	0.30%	0	0.00%	0.00%	0.30%
Homeless	2	0.50%	0.50%	1.40%	2	0.50%	0.50%	1.40%
Immigrant	0	0.00%	2.00%	2.30%	0	0.00%	2.00%	2.30%
Migrant	1	0.20%	0.00%	0.30%	1	0.20%	0.00%	0.30%
Title I	405	100.00%	92.80%	65.10%	405	100.00%	92.80%	65.10%
Military Connected	8	2.00%	0.50%	1.90%	8	2.00%	0.50%	1.90%
At-Risk	186	45.90%	59.40%	50.60%	186	45.90%	59.40%	50.50%
Students by Instructional Level: Bilingual/ESL Education	26	6.40%	69.70%	20.60%	26	6.40%	69.70%	20.60%
Career & Technical Education	41	10.10%	13.90%	27.60%				
Career & Technical Education	1	2.40%	64.40%	50.80%	1	2.40%	64.40%	50.80%
Gifted & Talented Education	68	16.80%	5.90%	8.10%	68	16.80%	5.90%	8.10%
Special Education	21	5.20%	6.10%	10.50%	21	5.20%	6.10%	10.70%
Students with Disabilities: Total Students with Disabilities	21							
By Type of Primary Disability: Students with Intellectual Disabilities	11	52.40%	39.70%	42.40%				
Students with Physical Disabilities	*	*	28.90%	21.40%				
Students with Autism	*	*	**	13.80%				
Students with Behavioral Disabilities	5	23.80%	18.90%	20.80%				

Students with Non-C:	0	0.00%	*	1.50%				
Mobility (2018-19): Total Mobile Studer	65	26.20%	16.00%	15.30%				
By Ethnicity: African American	6	2.40%	5.70%	3.20%				
Hispanic	19	7.70%	6.70%	7.80%				
White	36	14.50%	2.40%	3.50%				
American Indian	0	0.00%	0.10%	0.10%				
Asian	1	0.40%	0.40%	0.40%				
Pacific Islander	0	0.00%	0.00%	0.00%				
Two or More Races	3	1.20%	0.70%	0.40%				
Count and Percent of	6	33.30%	16.80%	18.40%				
Count and Percent of	2	15.40%	11.40%	15.30%				
Count and Percent of	29	27.10%	16.90%	18.00%				

Student Attrition (201 Total Student Attriti	55	26.80%						
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-----Non-Special Education Rates-----

-----Special Education Rates-----

Student Informati	Campus	District	State	Campus	District	State		
Retention Rates by C Kindergarten	-	0.70%	1.60%	-	2.20%	5.50%		
Grade 1	-	0.70%	2.90%	-	0.00%	4.90%		
Grade 2	-	0.50%	1.60%	-	2.80%	2.00%		
Grade 3	-	0.10%	0.90%	-	0.00%	0.80%		
Grade 4	-	0.20%	0.50%	-	0.00%	0.40%		
Grade 5	-	0.40%	0.40%	-	0.90%	0.50%		
Grade 6	0.90%	0.20%	0.40%	0.00%	0.00%	0.50%		
Grade 7	0.00%	0.10%	0.50%	0.00%	0.00%	0.60%		
Grade 8	0.00%	0.30%	0.40%	0.00%	1.10%	0.60%		

Grade 9	-	1.20%	7.80%	-	1.90%	13.10%		
Class Size Inform	Campus		District	State				
Class Size Averages (Derived from teacher Elementary: Kindergarten	-		18.8	19				
Grade 1	-		22.7	18.9				
Grade 2	-		20.1	18.8				
Grade 3	-		21	19				
Grade 4	-		23.3	19.2				
Grade 5	-		23.1	20.9				
Grade 6	25.4		22.4	20.4				
Secondary: English/Language Arts	15.2		17.1	16.4				
Foreign Languages	14.3		20.3	18.7				
Mathematics	15.2		17.9	17.8				
Science	16.2		19	18.8				
Social Studies	15.8		19.2	19.3				

2019-20 Campus Staff Information				
District Name: INTERNATIONAL LEADE			School Type: Middle	
Campus Name: ILTEXAS COLLEGE STATION MIDDLE (057848031)				
----- Campus -----				
Staff Information	Count/Average	Percent	District	State
Total Staff	30	100.00%	100.00%	100.00%
Professional Staff:	29.3	97.70%	78.60%	63.70%
Teachers	26.3	87.70%	62.60%	49.40%
Professional Support	1.5	5.00%	9.00%	10.20%
Campus Administration (School Leadership)	1.5	5.00%	4.50%	3.00%
Educational Aides:	0.7	2.30%	10.60%	10.60%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0	n/a	14	4,373.00
Part-time	0	n/a	2	595
Counselors				
Full-time	1	n/a	46	12,901.00
Part-time	0	n/a	1	1,103.00
Total Minority Staff:	10.3	34.30%	72.00%	51.10%
Teachers by Ethnicity and Sex:				
African American	3.3	12.40%	26.30%	10.80%
Hispanic	3	11.40%	34.80%	28.10%
White	16	60.90%	26.60%	57.70%
American Indian	0	0.00%	0.20%	0.30%
Asian	4	15.20%	11.10%	1.80%
Pacific Islander	0	0.00%	0.00%	0.20%
Two or More Races	0	0.00%	1.10%	1.10%

Males	6.3	23.90%	25.70%	23.80%
Females	20	76.10%	74.30%	76.20%
Teachers by Highest Degree Held:				
No Degree	0	0.00%	0.20%	1.30%
Bachelors	18.4	70.20%	76.20%	73.40%
Masters	6.8	26.00%	22.60%	24.50%
Doctorate	1	3.80%	1.10%	0.70%
Teachers by Years of Experience:				
Beginning Teachers	2.5	9.50%	14.20%	7.40%
1-5 Years Experience	14.8	56.30%	58.90%	27.90%
6-10 Years Experience	3	11.40%	14.60%	19.40%
11-20 Years Experience	6	22.80%	10.50%	29.40%
Over 20 Years Experience	0	0.00%	1.80%	15.90%
Number of Students per Teacher				
	15.4	n/a	15.7	15.1
Staff Information				
	Campus	District	State	
Experience of Campus Leadership:				
Average Years Experience of Principals	3	4.7	6.2	
Average Years Experience of Principals with Dis	2	2.5	5.3	
Average Years Experience of Assistant Principal	1	4.2	5.3	
Average Years Experience of Assistant Principal	1	2.5	4.7	
Average Years Experience of Teachers:				
	5.7	4.4	11.1	
Average Years Experience of Teachers with Dist	0.6	1.6	7.2	
Average Teacher Salary by Years of Experience				
Beginning Teachers	\$44,504	\$44,824	\$49,868	
1-5 Years Experience	\$44,855	\$46,839	\$52,823	
6-10 Years Experience	\$49,200	\$50,143	\$55,756	
11-20 Years Experience	\$46,672	\$52,406	\$59,308	
Over 20 Years Experience	-	\$51,744	\$65,449	

Average Actual Salaries (regular duties only): Teachers	\$45,732	\$47,705	\$57,091	
Professional Support	\$49,017	\$61,943	\$67,352	
Campus Administration (School Leadership)	\$78,255	\$72,441	\$82,512	
Instructional Staff Percent:	n/a	79.90%	64.60%	
Contracted Instructional Staff (not incl. above):	0	0	6,309.00	
----- Campus -----				
Program Information	Count	Percent	District	State
Teachers by Program (population served): Bilingual/ESL Education	0	0.00%	47.00%	6.50%
Career & Technical Education	0	0.00%	1.70%	5.00%
Compensatory Education	0	0.00%	0.00%	2.80%
Gifted & Talented Education	0	0.00%	0.00%	1.90%
Regular Education	25.9	98.60%	49.60%	70.90%
Special Education	0.4	1.40%	1.80%	9.30%
Other	0	0.00%	0.00%	3.60%

2019-20 Campus STAAR Performance

District Name: INTERNATIONAL LEA I

School Type: Middle

Campus Name: ILTEXAS COLLEGE STATION MIDDLE (057848031)

		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	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading At Approaches Grade Level or Above	2019	68%	65%	67%	20%	66%	78%	-	*	-	40%	33%	*	-	67%	52%	64%
At Meets Grade Level or Above	2019	37%	33%	39%	0%	29%	52%	-	*	-	40%	17%	*	-	39%	21%	18%
At Masters Grade Level	2019	18%	15%	15%	0%	6%	20%	-	*	-	40%	0%	*	-	15%	7%	0%
Grade 6 Mathematics At Approaches Grade Level or Above	2019	81%	71%	77%	30%	77%	85%	-	*	-	80%	33%	*	-	77%	64%	91%
At Meets Grade Level or Above	2019	47%	33%	34%	10%	23%	45%	-	*	-	40%	17%	*	-	34%	24%	36%
At Masters Grade Level	2019	21%	11%	10%	0%	9%	9%	-	*	-	40%	17%	*	-	10%	10%	18%
Grade 7 Reading At Approaches Grade Level or Above	2019	76%	72%	77%	67%	67%	83%	-	*	-	-	*	*	-	77%	56%	-
At Meets Grade Level or Above	2019	49%	44%	47%	44%	17%	58%	-	*	-	-	*	*	-	47%	28%	-
At Masters Grade Level	2019	29%	25%	30%	22%	0%	42%	-	*	-	-	*	*	-	30%	0%	-
Grade 7 Mathematics At Approaches Grade Level or Above	2019	75%	69%	78%	56%	77%	85%	-	*	-	-	*	*	-	78%	74%	-
At Meets Grade Level or Above	2019	43%	34%	39%	22%	15%	50%	-	*	-	-	*	*	-	39%	16%	-
At Masters Grade Level	2019	17%	12%	14%	11%	8%	12%	-	*	-	-	*	*	-	14%	5%	-
Grade 7 Writing At Approaches Grade Level or Above	2019	70%	67%	79%	56%	77%	88%	-	*	-	-	*	*	-	79%	74%	-
At Meets Grade Level or Above	2019	42%	35%	44%	33%	23%	54%	-	*	-	-	*	*	-	44%	26%	-
At Masters Grade Level	2019	18%	11%	21%	22%	15%	21%	-	*	-	-	*	*	-	21%	16%	-
Grade 8 Reading ^a At Approaches Grade Level or Above	2019	86%	86%	92%	80%	86%	100%	-	-	-	-	*	*	-	92%	84%	*
At Meets Grade Level or Above	2019	55%	46%	68%	40%	57%	81%	-	-	-	-	*	*	-	68%	47%	*
At Masters Grade Level	2019	28%	16%	27%	0%	21%	44%	-	-	-	-	*	*	-	27%	11%	*
Grade 8 Mathematics ^a At Approaches Grade Level or Above	2019	88%	81%	86%	80%	69%	100%	-	-	-	-	*	*	-	86%	74%	*
At Meets Grade Level or Above	2019	57%	38%	49%	0%	38%	73%	-	-	-	-	*	*	-	49%	16%	*
At Masters Grade Level	2019	17%	8%	6%	0%	0%	13%	-	-	-	-	*	*	-	6%	0%	*
Grade 8 Science At Approaches Grade Level or Above	2019	81%	85%	95%	80%	93%	100%	-	-	-	-	*	*	-	95%	89%	*
At Meets Grade Level or Above	2019	51%	49%	54%	0%	43%	81%	-	-	-	-	*	*	-	54%	26%	*
At Masters Grade Level	2019	25%	23%	22%	0%	21%	31%	-	-	-	-	*	*	-	22%	11%	*
Grade 8 Social Studies At Approaches Grade Level or Above	2019	69%	66%	76%	60%	64%	88%	-	-	-	-	*	*	-	76%	63%	*
At Meets Grade Level or Above	2019	37%	31%	38%	0%	43%	50%	-	-	-	-	*	*	-	38%	32%	*
At Masters Grade Level	2019	21%	15%	14%	0%	7%	25%	-	-	-	-	*	*	-	14%	5%	*
End of Course Algebra I At Approaches Grade Level or Above	2019	85%	85%	*	-	*	*	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2019	61%	57%	*	-	*	*	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2019	37%	36%	*	-	*	*	-	-	-	-	-	-	-	*	-	-
All Grades All Subjects At Approaches Grade Level or Above	2019	78%	71%	78%	54%	74%	87%	-	100%	-	78%	36%	32%	-	78%	68%	67%
At Meets Grade Level or Above	2019	50%	40%	43%	18%	31%	57%	-	92%	-	44%	20%	16%	-	43%	25%	20%
At Masters Grade Level	2019	24%	16%	16%	7%	9%	22%	-	58%	-	22%	4%	0%	-	16%	7%	7%
All Grades ELA/Reading At Approaches Grade Level or Above	2019	75%	73%	74%	50%	70%	83%	-	100%	-	57%	40%	33%	-	74%	61%	62%
At Meets Grade Level or Above	2019	48%	43%	47%	25%	33%	59%	-	80%	-	57%	20%	17%	-	47%	29%	15%
At Masters Grade Level	2019	21%	19%	21%	8%	8%	30%	-	60%	-	29%	0%	0%	-	21%	6%	0%
All Grades Mathematics At Approaches Grade Level or Above	2019	82%	72%	79%	50%	76%	88%	-	100%	-	86%	30%	33%	-	79%	69%	85%
At Meets Grade Level or Above	2019	52%	38%	39%	13%	26%	52%	-	100%	-	43%	20%	17%	-	39%	20%	31%
At Masters Grade Level	2019	26%	16%	11%	4%	6%	11%	-	60%	-	29%	10%	0%	-	11%	6%	15%
All Grades Writing At Approaches Grade Level or Above	2019	68%	60%	79%	56%	77%	88%	-	*	-	-	*	*	-	79%	74%	-
At Meets Grade Level or Above	2019	38%	29%	44%	33%	23%	54%	-	*	-	-	*	*	-	44%	26%	-
At Masters Grade Level	2019	14%	8%	21%	22%	15%	21%	-	*	-	-	*	*	-	21%	16%	-
All Grades Science At Approaches Grade Level or Above	2019	81%	75%	95%	80%	93%	100%	-	-	-	*	*	*	-	95%	89%	*
At Meets Grade Level or Above	2019	54%	45%	54%	0%	43%	81%	-	-	-	*	*	*	-	54%	26%	*
At Masters Grade Level	2019	25%	19%	22%	0%	21%	31%	-	-	-	*	*	*	-	22%	11%	*
All Grades Social Studies At Approaches Grade Level or Above	2019	81%	73%	76%	60%	64%	88%	-	-	-	*	*	*	-	76%	63%	*
At Meets Grade Level or Above	2019	55%	42%	38%	0%	43%	50%	-	-	-	*	*	*	-	38%	32%	*
At Masters Grade Level	2019	33%	23%	14%	0%	7%	25%	-	-	-	*	*	*	-	14%	5%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders Reading and Mathematics	2019	31%	22%	24%	0%	11%	34%	-	*	-	40%	17%	*	-	24%	14%	18%
Reading and Mathematics Including EOC	2019	31%	22%	24%	0%	11%	34%	-	*	-	40%	17%	*	-	24%	14%	18%
Reading Including EOC	2019	37%	33%	39%	0%	29%	52%	-	*	-	40%	17%	*	-	39%	21%	18%
Math Including EOC	2019	48%	33%	37%	10%	23%	48%	-	*	-	40%	17%	*	-	37%	24%	36%
7th Graders Reading and Mathematics	2019	36%	26%	30%	22%	8%	38%	-	*	-	-	*	*	-	30%	11%	-

Reading and Mathematics Including EOC	2019	37%	26%	30%	22%	8%	38%	-	*	-	-	*	*	-	30%	11%	-
Reading Including EOC	2019	49%	44%	47%	44%	17%	58%	-	*	-	-	*	*	-	47%	28%	-
Math Including EOC	2019	48%	34%	35%	22%	15%	46%	-	*	-	-	*	*	-	35%	16%	-
8th Graders Reading and Mathematics	2019	34%	24%	41%	0%	38%	57%	-	-	-	*	*	*	-	41%	16%	*
Reading and Mathematics Including EOC	2019	47%	37%	46%	0%	43%	63%	-	-	-	*	*	*	-	46%	16%	*
Reading Including EOC	2019	55%	54%	68%	40%	57%	81%	-	-	-	*	*	*	-	68%	47%	*
Math Including EOC	2019	62%	46%	51%	0%	43%	75%	-	-	-	*	*	*	-	51%	16%	*
3rd - 8th Graders Reading and Mathematics	2019	36%	27%	29%	8%	17%	39%	-	80%	-	43%	20%	17%	-	29%	14%	15%
Reading and Mathematics Including EOC	2019	38%	28%	30%	8%	18%	40%	-	80%	-	43%	20%	17%	-	30%	14%	15%
Reading Including EOC	2019	47%	41%	47%	25%	33%	59%	-	80%	-	57%	20%	17%	-	47%	29%	15%
Math Including EOC	2019	52%	37%	39%	13%	26%	52%	-	100%	-	43%	20%	17%	-	39%	20%	31%

TSDS PEIMS DISAGGREGATION OF PEIMS SUMMER ATTENDANCE DATA

Campus-level Data

Campuses: 030, 031

2020 - 2021 Summer Collection, First Submission

LEA: 057848 - INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS)

Campus: 057848030 - ILTEXAS COLLEGE STATION EL

DAYS MEMBERSHIP - 155,622.0

DAYS MEMBERSHIP BY GRADE	Stu Count	Days Memb	%Days Memb
Early Education	0	0.0	0.00%
Pre-Kindergarten	0	0.0	0.00%
Kindergarten	174	26,257.0	16.87%
Grade 1	180	26,263.0	16.88%
Grade 2	172	26,404.0	16.97%
Grade 3	174	25,503.0	16.39%
Grade 4	172	25,568.0	16.43%
Grade 5	168	25,627.0	16.47%
Grade 6	0	0.0	0.00%
Grade 7	0	0.0	0.00%
Grade 8	0	0.0	0.00%
Grade 9	0	0.0	0.00%
Grade 10	0	0.0	0.00%
Grade 11	0	0.0	0.00%
Grade 12	0	0.0	0.00%
TOTAL (distinct count)	1,038	155,622.0	100.00%

DAYS MEMBERSHIP BY GENDER	Stu Count	Days Memb	%Days Memb
Male	493	74,942.0	48.16%
Female	545	80,680.0	51.84%
TOTAL	1,038	155,622.0	100.00%

DAYS MEMBERSHIP BY ETHNICITY	Days Memb	%Days Memb
Hispanic/Latino	48,753.0	31.33%
American Indian/Alaska	330.0	0.21%
Asian	11,466.0	7.37%
Black/African American	17,205.0	11.06%
Hawaiian or Other Pacific	0.0	0.00%
White	70,956.0	45.60%
Two or More Races	6,912.0	4.44%
TOTAL	155,622.0	100.00%

TOTAL DAYS PRESENT	Stu Count	Days Present	%Days Memb
Hispanic/Latino	314	47,198.0	30.33%
American Indian/Alaska	2	328.0	0.21%
Asian	75	11,316.0	7.27%
Black/African American	118	16,436.0	10.56%
Hawaiian or Other Pacific	0	0.0	0.00%
White	478	69,359.0	44.57%
Two or More Races	51	6,702.0	4.31%
TOTAL	1,038	151,339.0	97.25%

TOTAL ELIGIBLE DAYS	Stu Count	Days Eligible	%Days Memb
Hispanic/Latino	314	47,198.0	30.33%
American Indian/Alaska	2	328.0	0.21%
Asian	75	11,316.0	7.27%
Black/African American	118	16,436.0	10.56%
Hawaiian or Other Pacific	0	0.0	0.00%
White	478	69,359.0	44.57%
Two or More Races	51	6,702.0	4.31%
TOTAL	1,038	151,339.0	97.25%

PERCENT IN ATTENDANCE	Stu Count	Days Memb	%Days Memb per Ethn
Hispanic/Latino	314	48,753.0	96.81%
American Indian/Alaska	2	330.0	99.39%
Asian	75	11,466.0	98.69%
Black/African American	118	17,205.0	95.53%
Hawaiian or Other Pacific	0	0.0	0.00%
White	478	70,956.0	97.75%
Two or More Races	51	6,912.0	96.96%
TOTAL	1,038	155,622.0	100.00%

COUNTS BY ETHNICITY	ALL Students	GT	LEP	BIL	ESL	CTE	SPEC ED
Hispanic/Latino	314	25	83	0	0	0	31
American Indian/Alaska	2	0	0	0	0	0	0
Asian	75	17	33	0	0	0	2
Black/African American	118	7	0	0	0	0	5
Hawaiian or Other Pacific	0	0	0	0	0	0	0
White	478	69	2	0	0	0	25
Two or More Races	51	4	1	0	0	0	4
TOTAL	1,038	122	119	0	0	0	67

TOTAL DAYS ABSENT	Stu Count	Days Absent	%Days Memb
Hispanic/Latino	269	1,555.0	1.00%
American Indian/Alaska	1	2.0	0.00%
Asian	37	150.0	0.10%
Black/African American	102	769.0	0.49%
Hawaiian or Other Pacific	0	0.0	0.00%
White	360	1,597.0	1.03%
Two or More Races	41	210.0	0.13%
TOTAL	810	4,283.0	2.75%

TOTAL INELIGIBLE DAYS	Stu Count	Days Ineligible	%Days Memb
Hispanic/Latino	0	0.0	0.00%
American Indian/Alaska	0	0.0	0.00%
Asian	0	0.0	0.00%
Black/African American	0	0.0	0.00%
Hawaiian or Other Pacific	0	0.0	0.00%
White	0	0.0	0.00%
Two or More Races	0	0.0	0.00%
TOTAL	0	0.0	0.00%

TOTAL REFINED ADA	Stu Count	Total RADA	%Total RADA
Hispanic/Latino	314	285.8	31.17%
American Indian/Alaska	2	2.0	0.22%
Asian	75	68.5	7.47%
Black/African American	118	99.6	10.86%
Hawaiian or Other Pacific	0	0.0	0.00%
White	478	420.4	45.85%
Two or More Races	51	40.6	4.43%
TOTAL	1,038	916.9	100.00%

Note: In the Days Membership by Grade section, the Total Student Count is a distinct count of students in all grades.

Note: Flexible Attendance data is not considered in any of the above report sections.

Note: This report has been expanded to include attendance fields that were implemented for remote learning. This report sums the in-person (IP), remote synchronous (RS), and remote asynchronous (RA) data to provide student totals. The third page breaks out eligible days by traditional in-person attendance and the new remote synchronous and remote asynchronous attendance types.

TSDS PEIMS DISAGGREGATION OF PEIMS SUMMER ATTENDANCE DATA

Campus-level Data

Campuses: 030, 031

2020 - 2021 Summer Collection, First Submission

LEA: 057848 - INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS)

Campus: 057848030 - ILTEXAS COLLEGE STATION EL

ELIGIBLE FOR FREE OR REDUCED-PRICE MEAL	Stu Count	Days Memb	% Group	%Days Memb	OTHER ECON DISADV	Stu Count	Days Memb	% Group	%Days Memb	CAREER AND TECHNOLOGY	Stu Count	Days Memb	% Group	%Days Memb
Hispanic/Latino	58	9,064.0	51.17%	5.82%	Hispanic/Latino	119	18,469.0	47.30%	11.87%	Hispanic/Latino	0	0.0	0.00%	0.00%
American Indian/Alaska	0	0.0	0.00%	0.00%	American Indian/Alaska	1	165.0	0.42%	0.11%	American Indian/Alaska	0	0.0	0.00%	0.00%
Asian	8	1,199.0	6.77%	0.77%	Asian	7	1,154.0	2.96%	0.74%	Asian	0	0.0	0.00%	0.00%
Black/African American	11	1,612.0	9.10%	1.04%	Black/African American	64	9,357.0	23.96%	6.01%	Black/African American	0	0.0	0.00%	0.00%
Hawaiian or Other Pacific	0	0.0	0.00%	0.00%	Hawaiian or Other Pacific	0	0.0	0.00%	0.00%	Hawaiian or Other Pacific	0	0.0	0.00%	0.00%
White	33	4,672.0	26.38%	3.00%	White	63	8,537.0	21.86%	5.49%	White	0	0.0	0.00%	0.00%
Two or More Races	8	1,166.0	6.58%	0.75%	Two or More Races	14	1,363.0	3.49%	0.88%	Two or More Races	0	0.0	0.00%	0.00%
TOTAL	118	17,713.0	100.00%	11.38%	TOTAL	268	39,045.0	100.00%	25.09%	TOTAL	0	0.0	0.00%	0.00%

PK PROGRAM TYPE	Stu Count	Days Memb	% Group	PRIMARY PK FUNDING SOURCE	Stu Count	Days Memb	% Group	%Days Memb	SECONDARY PK FUNDING SOURCE	Stu Count	Days Memb	% Group	%Days Memb
"00" Not Applicable	0	0.0	0.00%	"1" Tuition fees	0	0.0	0.00%	0.00%	"1" Tuition fees	0	0.0	0.00%	0.00%
"01" PK Elig >2 <4 Hrs/Day	0	0.0	0.00%	"2" Local District SH	0	0.0	0.00%	0.00%	"2" Local District SH	0	0.0	0.00%	0.00%
"02" PK Elig 4+ Hrs/Day	0	0.0	0.00%	"3" State Grant	0	0.0	0.00%	0.00%	"3" State Grant	0	0.0	0.00%	0.00%
"03" PK Elig 4+Hrs/Day+SP ED	0	0.0	0.00%	"4" Federal	0	0.0	0.00%	0.00%	"4" Federal	0	0.0	0.00%	0.00%
"04" PK Inelig >2 <4 Hrs/Day	0	0.0	0.00%	"9" Other	0	0.0	0.00%	0.00%	"9" Other	0	0.0	0.00%	0.00%
"05" PK Inelig 4+ Hrs/Day	0	0.0	0.00%	TOTAL	0	0.0	0.00%	0.00%	TOTAL	0	0.0	0.00%	0.00%
TOTAL	0	0.0	0.00%										

Note: Flexible Attendance data is not considered in any of the above report sections.

SPECIAL POPULATION	Stu Count	LEP COUNT BY GENDER	Stu Count	%Group	HOMELESS/ UNACCOMPANIED YOUTH	Stu Count
Early Reading Indicator	525	Male	65	54.62%	Homeless	0
Migrant	0	Female	54	45.38%	Unaccompanied Youth Code 3	0
Military Connected	14	TOTAL	119	100.00%	Unaccompanied Youth Code 4	0
Foster Care	0				Unaccompanied Youth Total*	0

* Unaccompanied Youth Total Should match Homeless count

RDSPD	Stu Count	INDIVIDUAL GRADUATE COMMITTEE	Stu Count
RDSPD	0	Reviewed by IGC	0

Note: Student counts reported in these report sections will include all students reported in the collection, regardless of how their attendance is reported.

Note: This report has been expanded to include attendance fields that were implemented for remote learning. This report sums the in-person (IP), remote synchronous (RS), and remote asynchronous (RA) data to provide student totals. The third page breaks out eligible days by traditional in-person attendance and the new remote synchronous and remote asynchronous attendance types.

TSDS PEIMS DISAGGREGATION OF PEIMS SUMMER ATTENDANCE DATA

Campus-level Data

Campuses: 030, 031

2020 - 2021 Summer Collection, First Submission

LEA: 057848 - INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS)
Campus: 057848030 - ILTEXAS COLLEGE STATION EL

TOTAL IN-PERSON ELIGIBLE DAYS	Days Eligible
Hispanic/Latino	31,218.0
American Indian/Alaska	152.0
Asian	4,200.0
Black/African American	10,484.0
Hawaiian or Other Pacific	0.0
White	50,158.0
Two or More Races	4,202.0
TOTAL	100,414.0

TOTAL REMOTE SYNCHRONOUS ELIGIBLE DAYS	Days Eligible
Hispanic/Latino	0.0
American Indian/Alaska	0.0
Asian	0.0
Black/African American	0.0
Hawaiian or Other Pacific	0.0
White	0.0
Two or More Races	0.0
TOTAL	0.0

TOTAL REMOTE ASYNCHRONOUS ELIGIBLE DAYS	Days Eligible
Hispanic/Latino	15,980.0
American Indian/Alaska	176.0
Asian	7,116.0
Black/African American	5,952.0
Hawaiian or Other Pacific	0.0
White	19,201.0
Two or More Races	2,500.0
TOTAL	50,925.0

Note: This report has been expanded to include attendance fields that were implemented for remote learning. This report sums the in-person (IP), remote synchronous (RS), and remote asynchronous (RA) data to provide student totals. The third page breaks out eligible days by traditional in-person attendance and the new remote synchronous and remote asynchronous attendance types.

TSDS PEIMS DISAGGREGATION OF PEIMS SUMMER ATTENDANCE DATA

Campus-level Data

Campuses: 030, 031

2020 - 2021 Summer Collection, First Submission

LEA: 057848 - INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS)

Campus: 057848031 - ILTEXAS COLLEGE STATION MIDDLE

DAYS MEMBERSHIP - 69,700.0

DAYS MEMBERSHIP BY GRADE	Stu Count	Days Memb	%Days Memb
Early Education	0	0.0	0.00%
Pre-Kindergarten	0	0.0	0.00%
Kindergarten	0	0.0	0.00%
Grade 1	0	0.0	0.00%
Grade 2	0	0.0	0.00%
Grade 3	0	0.0	0.00%
Grade 4	0	0.0	0.00%
Grade 5	0	0.0	0.00%
Grade 6	170	25,558.0	36.67%
Grade 7	157	23,318.0	33.45%
Grade 8	144	20,824.0	29.88%
Grade 9	0	0.0	0.00%
Grade 10	0	0.0	0.00%
Grade 11	0	0.0	0.00%
Grade 12	0	0.0	0.00%
TOTAL (distinct count)	471	69,700.0	100.00%

DAYS MEMBERSHIP BY GENDER	Stu Count	Days Memb	%Days Memb
Male	194	28,096.0	40.31%
Female	277	41,604.0	59.69%
TOTAL	471	69,700.0	100.00%

DAYS MEMBERSHIP BY ETHNICITY	Days Memb	%Days Memb
Hispanic/Latino	26,564.0	38.11%
American Indian/Alaska	330.0	0.47%
Asian	2,668.0	3.83%
Black/African American	7,225.0	10.37%
Hawaiian or Other Pacific	0.0	0.00%
White	29,074.0	41.71%
Two or More Races	3,839.0	5.51%
TOTAL	69,700.0	100.00%

TOTAL DAYS PRESENT	Stu Count	Days Present	%Days Memb
Hispanic/Latino	176	25,923.0	37.19%
American Indian/Alaska	2	330.0	0.47%
Asian	19	2,639.0	3.79%
Black/African American	50	7,008.0	10.05%
Hawaiian or Other Pacific	0	0.0	0.00%
White	199	28,364.0	40.69%
Two or More Races	25	3,770.0	5.41%
TOTAL	471	68,034.0	97.61%

TOTAL ELIGIBLE DAYS	Stu Count	Days Eligible	%Days Memb
Hispanic/Latino	176	25,923.0	37.19%
American Indian/Alaska	2	330.0	0.47%
Asian	19	2,639.0	3.79%
Black/African American	50	7,008.0	10.05%
Hawaiian or Other Pacific	0	0.0	0.00%
White	199	28,364.0	40.69%
Two or More Races	25	3,770.0	5.41%
TOTAL	471	68,034.0	97.61%

PERCENT IN ATTENDANCE	Stu Count	Days Memb	%Days Memb per Ethn
Hispanic/Latino	176	26,564.0	97.59%
American Indian/Alaska	2	330.0	100.00%
Asian	19	2,668.0	98.91%
Black/African American	50	7,225.0	97.00%
Hawaiian or Other Pacific	0	0.0	0.00%
White	199	29,074.0	97.56%
Two or More Races	25	3,839.0	98.20%
TOTAL	471	69,700.0	100.00%

COUNTS BY ETHNICITY	ALL Students	GT	LEP	BIL	ESL	CTE	SPEC ED
Hispanic/Latino	176	15	46	0	0	0	16
American Indian/Alaska	2	1	0	0	0	0	0
Asian	19	5	2	0	0	0	2
Black/African American	50	4	0	0	0	0	8
Hawaiian or Other Pacific	0	0	0	0	0	0	0
White	199	40	2	0	0	0	12
Two or More Races	25	7	0	0	0	0	2
TOTAL	471	72	50	0	0	0	40

TOTAL DAYS ABSENT	Stu Count	Days Absent	%Days Memb
Hispanic/Latino	119	641.0	0.92%
American Indian/Alaska	0	0.0	0.00%
Asian	11	29.0	0.04%
Black/African American	32	217.0	0.31%
Hawaiian or Other Pacific	0	0.0	0.00%
White	135	710.0	1.02%
Two or More Races	20	69.0	0.10%
TOTAL	317	1,666.0	2.39%

TOTAL INELIGIBLE DAYS	Stu Count	Days Ineligible	%Days Memb
Hispanic/Latino	0	0.0	0.00%
American Indian/Alaska	0	0.0	0.00%
Asian	0	0.0	0.00%
Black/African American	0	0.0	0.00%
Hawaiian or Other Pacific	0	0.0	0.00%
White	0	0.0	0.00%
Two or More Races	0	0.0	0.00%
TOTAL	0	0.0	0.00%

TOTAL REFINED ADA	Stu Count	Total RADA	%Total RADA
Hispanic/Latino	176	157.2	38.10%
American Indian/Alaska	2	2.0	0.48%
Asian	19	16.0	3.87%
Black/African American	50	42.5	10.30%
Hawaiian or Other Pacific	0	0.0	0.00%
White	199	172.1	41.70%
Two or More Races	25	22.9	5.54%
TOTAL	471	412.7	100.00%

Note: In the Days Membership by Grade section, the Total Student Count is a distinct count of students in all grades.

Note: Flexible Attendance data is not considered in any of the above report sections.

Note: This report has been expanded to include attendance fields that were implemented for remote learning. This report sums the in-person (IP), remote synchronous (RS), and remote asynchronous (RA) data to provide student totals. The third page breaks out eligible days by traditional in-person attendance and the new remote synchronous and remote asynchronous attendance types.

TSDS PEIMS DISAGGREGATION OF PEIMS SUMMER ATTENDANCE DATA

Campus-level Data

Campuses: 030, 031

2020 - 2021 Summer Collection, First Submission

LEA: 057848 - INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS)

Campus: 057848031 - ILTEXAS COLLEGE STATION MIDDLE

ELIGIBLE FOR FREE OR REDUCED-PRICE MEAL	Stu Count	Days Memb	% Group	%Days Memb	OTHER ECON DISADV	Stu Count	Days Memb	% Group	%Days Memb	CAREER AND TECHNOLOGY	Stu Count	Days Memb	% Group	%Days Memb
Hispanic/Latino	43	6,460.0	63.20%	9.27%	Hispanic/Latino	62	9,759.0	50.72%	14.00%	Hispanic/Latino	0	0.0	0.00%	0.00%
American Indian/Alaska	0	0.0	0.00%	0.00%	American Indian/Alaska	2	330.0	1.72%	0.47%	American Indian/Alaska	0	0.0	0.00%	0.00%
Asian	3	425.0	4.16%	0.61%	Asian	5	825.0	4.29%	1.18%	Asian	0	0.0	0.00%	0.00%
Black/African American	8	1,031.0	10.09%	1.48%	Black/African American	28	3,967.0	20.62%	5.69%	Black/African American	0	0.0	0.00%	0.00%
Hawaiian or Other Pacific	0	0.0	0.00%	0.00%	Hawaiian or Other Pacific	0	0.0	0.00%	0.00%	Hawaiian or Other Pacific	0	0.0	0.00%	0.00%
White	14	1,666.0	16.30%	2.39%	White	24	3,634.0	18.89%	5.21%	White	0	0.0	0.00%	0.00%
Two or More Races	4	639.0	6.25%	0.92%	Two or More Races	6	725.0	3.77%	1.04%	Two or More Races	0	0.0	0.00%	0.00%
TOTAL	72	10,221.0	100.00%	14.66%	TOTAL	127	19,240.0	100.00%	27.60%	TOTAL	0	0.0	0.00%	0.00%

PK PROGRAM TYPE	Stu Count	Days Memb	% Group	PRIMARY PK FUNDING SOURCE	Stu Count	Days Memb	% Group	%Days Memb	SECONDARY PK FUNDING SOURCE	Stu Count	Days Memb	% Group	%Days Memb
"00" Not Applicable	0	0.0	0.00%	"1" Tuition fees	0	0.0	0.00%	0.00%	"1" Tuition fees	0	0.0	0.00%	0.00%
"01" PK Elig >2 <4 Hrs/Day	0	0.0	0.00%	"2" Local District SH	0	0.0	0.00%	0.00%	"2" Local District SH	0	0.0	0.00%	0.00%
"02" PK Elig 4+ Hrs/Day	0	0.0	0.00%	"3" State Grant	0	0.0	0.00%	0.00%	"3" State Grant	0	0.0	0.00%	0.00%
"03" PK Elig 4+Hrs/Day+SP ED	0	0.0	0.00%	"4" Federal	0	0.0	0.00%	0.00%	"4" Federal	0	0.0	0.00%	0.00%
"04" PK Inelig >2 <4 Hrs/Day	0	0.0	0.00%	"9" Other	0	0.0	0.00%	0.00%	"9" Other	0	0.0	0.00%	0.00%
"05" PK Inelig 4+ Hrs/Day	0	0.0	0.00%	TOTAL	0	0.0	0.00%	0.00%	TOTAL	0	0.0	0.00%	0.00%
TOTAL	0	0.0	0.00%										

Note: Flexible Attendance data is not considered in any of the above report sections.

SPECIAL POPULATION	Stu Count	LEP COUNT BY GENDER	Stu Count	%Group	HOMELESS/ UNACCOMPANIED YOUTH	Stu Count
Early Reading Indicator	0	Male	22	44.00%	Homeless	0
Migrant	2	Female	28	56.00%	Unaccompanied Youth Code 3	0
Military Connected	5	TOTAL	50	100.00%	Unaccompanied Youth Code 4	0
Foster Care	1				Unaccompanied Youth Total*	0

* Unaccompanied Youth Total Should match Homeless count

RDSPD	Stu Count	INDIVIDUAL GRADUATE COMMITTEE	Stu Count
RDSPD	0	Reviewed by IGC	0

Note: Student counts reported in these report sections will include all students reported in the collection, regardless of how their attendance is reported.

Note: This report has been expanded to include attendance fields that were implemented for remote learning. This report sums the in-person (IP), remote synchronous (RS), and remote asynchronous (RA) data to provide student totals. The third page breaks out eligible days by traditional in-person attendance and the new remote synchronous and remote asynchronous attendance types.

TSDS PEIMS DISAGGREGATION OF PEIMS SUMMER ATTENDANCE DATA

Campus-level Data

Campuses: 030, 031

2020 - 2021 Summer Collection, First Submission

LEA: 057848 - INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS)

Campus: 057848031 - ILTEXAS COLLEGE STATION MIDDLE

TOTAL IN-PERSON ELIGIBLE DAYS	Days Eligible
Hispanic/Latino	14,492.0
American Indian/Alaska	55.0
Asian	1,042.0
Black/African American	3,746.0
Hawaiian or Other Pacific	0.0
White	17,939.0
Two or More Races	1,949.0
TOTAL	39,223.0

TOTAL REMOTE SYNCHRONOUS ELIGIBLE DAYS	Days Eligible
Hispanic/Latino	0.0
American Indian/Alaska	0.0
Asian	0.0
Black/African American	0.0
Hawaiian or Other Pacific	0.0
White	0.0
Two or More Races	0.0
TOTAL	0.0

TOTAL REMOTE ASYNCHRONOUS ELIGIBLE DAYS	Days Eligible
Hispanic/Latino	11,431.0
American Indian/Alaska	275.0
Asian	1,597.0
Black/African American	3,262.0
Hawaiian or Other Pacific	0.0
White	10,425.0
Two or More Races	1,821.0
TOTAL	28,811.0

Note: This report has been expanded to include attendance fields that were implemented for remote learning. This report sums the in-person (IP), remote synchronous (RS), and remote asynchronous (RA) data to provide student totals. The third page breaks out eligible days by traditional in-person attendance and the new remote synchronous and remote asynchronous attendance types.

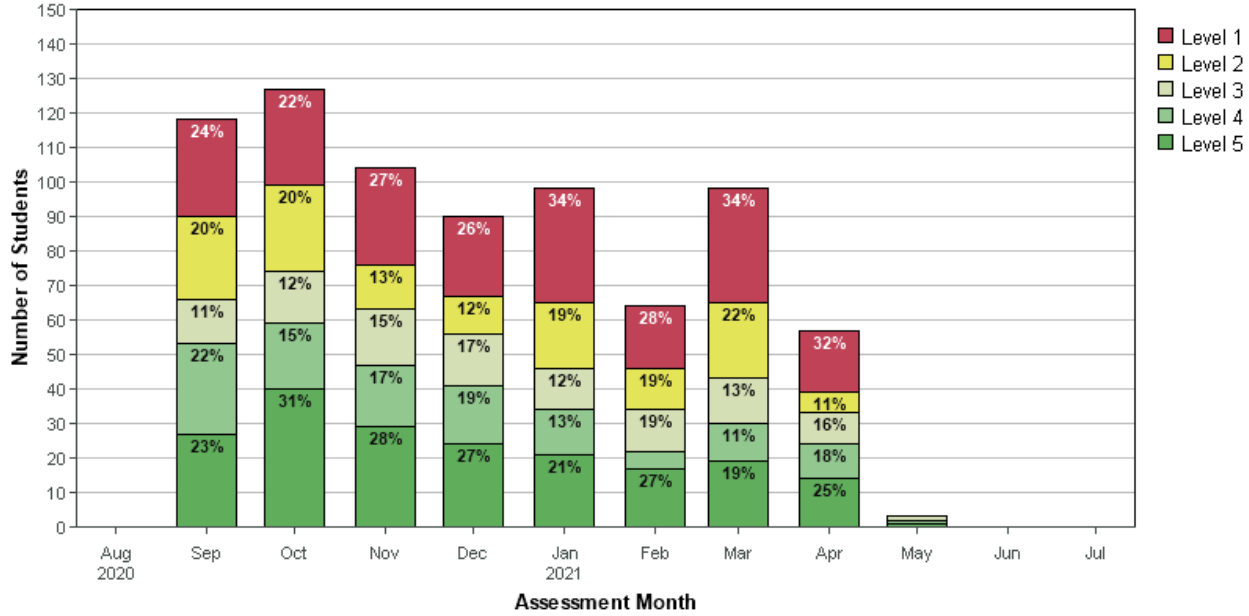
Level Movement

ISIP™ Advanced Reading results for International Leadership of Texas- College Station



International Leadership of Texas - 2020/2021
 as of Thu Jun 17 2021 10:12:12 AM (-05:00)

6th Grade - Overall Reading



August - September (Overall Reading)

Classroom	August						September					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
ELA GR6							3	1	0	1	1	0
ELA GR6							1	1	0	0	0	0
HONORS ELA GR6							23	5	3	5	4	6
HONORS ELA GR6							16	5	7	0	4	0
HONORS ELA GR6							28	5	7	4	5	7
HONORS ELA GR6							19	7	3	4	4	1
HONORS ELA GR6							15	3	2	0	4	6
HONORS ELA GR6							19	4	3	0	5	7
PREAP SPANISH ADV (7-8) S2							5	0	1	0	3	1
PREAP SPANISH ADV A (7-8) S1							5	0	1	0	3	1
PREAP SPANISH INTER A (6-8)							6	1	2	2	0	1
PREAP SPANISH INTER A (6-8)												
PREAP SPANISH INTER A (6-8)							1	0	0	0	1	0
PREAP SPANISH INTER B (6-8)							6	1	4	1	0	0
PREAP SPANISH NOVICE A (6-8)							18	5	2	1	7	3
PREAP SPANISH NOVICE A (6-8)							17	3	3	2	3	6
PREAP SPANISH NOVICE A (6-8)							3	1	0	1	1	0
PREAP SPANISH NOVICE A (6-8)							21	2	6	2	3	8
PREAP SPANISH NOVICE A (6-8)							16	5	3	4	1	3
PREAP SPANISH NOVICE A (6-8)							9	1	3	1	3	1
PREAP SPANISH NOVICE A (6-8)							1	1	0	0	0	0
PREAP SPANISH NOVICE A (6-8)							4	2	1	1	0	0
PREAP SPANISH NOVICE A (6-8)							12	2	2	0	4	4
PREAP SPANISH NOVICE B (6-8)							4	4	0	0	0	0
PREAP SPANISH NOVICE B (6-8)							1	1	0	0	0	0
PREAP SPANISH NOVICE B (6-8)							2	1	0	0	1	0
PREAP SPANISH NOVICE B (6-8)												
All Classrooms							118	28	24	13	26	27

***Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.**

October - November (Overall Reading)

Classroom	October						November					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
ELA GR6	3	1	0	1	1	0	2	1	0	0	1	0
ELA GR6	1	1	0	0	0	0	1	1	0	0	0	0
HONORS ELA GR6	23	1	4	6	3	9	16	0	6	2	3	5
HONORS ELA GR6	19	6	7	2	3	1	16	6	0	6	2	2
HONORS ELA GR6	29	6	4	6	5	8	23	7	2	3	4	7
HONORS ELA GR6	22	9	5	1	3	4	15	6	2	2	3	2
HONORS ELA GR6	15	2	2	0	3	8	15	4	1	2	3	5
HONORS ELA GR6	21	5	4	0	2	10	20	5	2	2	3	8
PREAP SPANISH ADV (7-8) S2	4	1	0	1	1	1	6	0	2	2	1	1
PREAP SPANISH ADV A (7-8) S1	5	2	0	1	1	1	6	0	2	2	1	1
PREAP SPANISH INTER A (6-8)	4	0	1	1	0	2	4	1	0	0	1	2
PREAP SPANISH INTER A (6-8)	3	1	1	1	0	0						
PREAP SPANISH INTER A (6-8)	3	1	1	0	0	1	1	0	0	0	0	1
PREAP SPANISH INTER B (6-8)	6	1	3	1	0	1	4	1	1	1	1	0
PREAP SPANISH NOVICE A (6-8)	20	4	3	3	4	6	20	4	3	4	4	5
PREAP SPANISH NOVICE A (6-8)	16	4	3	1	2	6	13	3	0	2	1	7
PREAP SPANISH NOVICE A (6-8)	3	1	0	1	1	0	2	1	0	0	1	0
PREAP SPANISH NOVICE A (6-8)	27	4	6	2	3	12	22	5	3	4	5	5
PREAP SPANISH NOVICE A (6-8)	18	6	3	2	3	4	12	7	2	1	1	1
PREAP SPANISH NOVICE A (6-8)	8	2	3	0	1	2	6	3	0	1	1	1
PREAP SPANISH NOVICE A (6-8)	1	1	0	0	0	0	1	1	0	0	0	0
PREAP SPANISH NOVICE A (6-8)	5	1	0	2	1	1	4	0	1	1	2	0
PREAP SPANISH NOVICE A (6-8)	15	2	3	2	4	4	13	3	1	1	2	6
PREAP SPANISH NOVICE B (6-8)	2	1	1	0	0	0						
PREAP SPANISH NOVICE B (6-8)							1	1	0	0	0	0
PREAP SPANISH NOVICE B (6-8)	1	0	0	0	0	1						
PREAP SPANISH NOVICE B (6-8)												
All Classrooms	127	28	25	15	19	40	104	28	13	16	18	29

***Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.**

December - January (Overall Reading)

Classroom	December						January					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
ELA GR6							1	1	0	0	0	0
ELA GR6							1	1	0	0	0	0
HONORS ELA GR6	18	3	4	3	3	5	19	5	4	2	3	5
HONORS ELA GR6	15	6	0	5	3	1	18	5	6	2	4	1
HONORS ELA GR6	19	5	2	4	4	4	20	9	0	2	4	5
HONORS ELA GR6	12	3	1	2	3	3	14	7	3	3	0	1
HONORS ELA GR6	10	3	1	0	3	3	12	3	3	2	1	3
HONORS ELA GR6	16	3	3	1	1	8	17	5	3	1	2	6
PREAP SPANISH ADV (7-8) S2	3	0	2	0	1	0	5	1	1	3	0	0
PREAP SPANISH ADV A (7-8) S1	3	0	2	0	1	0	5	1	1	3	0	0
PREAP SPANISH INTER A (6-8)	4	1	1	0	1	1	3	2	0	0	1	0
PREAP SPANISH INTER A (6-8)												
PREAP SPANISH INTER A (6-8)	1	0	0	0	0	1	1	0	0	0	0	1
PREAP SPANISH INTER B (6-8)	3	1	1	0	1	0	3	2	0	0	1	0
PREAP SPANISH NOVICE A (6-8)	18	3	3	7	0	5	17	2	7	2	1	5
PREAP SPANISH NOVICE A (6-8)	9	3	1	1	1	3	9	3	0	0	2	4
PREAP SPANISH NOVICE A (6-8)							1	1	0	0	0	0
PREAP SPANISH NOVICE A (6-8)	23	7	0	3	8	5	21	5	5	3	3	5
PREAP SPANISH NOVICE A (6-8)	13	5	1	1	2	4	14	4	4	0	3	3
PREAP SPANISH NOVICE A (6-8)	4	2	0	2	0	0	7	4	0	1	1	1
PREAP SPANISH NOVICE A (6-8)							1	1	0	0	0	0
PREAP SPANISH NOVICE A (6-8)	2	0	1	0	1	0	5	2	1	1	1	0
PREAP SPANISH NOVICE A (6-8)	12	2	1	1	3	5	9	4	1	1	1	2
PREAP SPANISH NOVICE B (6-8)	1	0	1	0	0	0	3	3	0	0	0	0
PREAP SPANISH NOVICE B (6-8)							1	1	0	0	0	0
PREAP SPANISH NOVICE B (6-8)							1	0	0	1	0	0
PREAP SPANISH NOVICE B (6-8)							1	1	0	0	0	0
All Classrooms	90	23	11	15	17	24	98	33	19	12	13	21

***Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.**

February - March (Overall Reading)

Classroom	February						March					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
ELA GR6	1	0	1	0	0	0	2	1	1	0	0	0
ELA GR6												
HONORS ELA GR6	14	4	4	3	0	3	17	3	4	4	3	3
HONORS ELA GR6	8	1	2	3	0	2	16	5	6	1	2	2
HONORS ELA GR6	17	5	2	4	2	4	19	9	2	2	1	5
HONORS ELA GR6	9	3	1	2	2	1	18	6	5	3	3	1
HONORS ELA GR6	9	3	2	0	1	3	12	5	2	2	1	2
HONORS ELA GR6	9	3	1	1	0	4	18	5	5	1	1	6
PREAP SPANISH ADV (7-8) S2	4	1	1	1	1	0	4	1	1	2	0	0
PREAP SPANISH ADV A (7-8) S1	5	1	2	1	1	0	4	1	1	2	0	0
PREAP SPANISH INTER A (6-8)	4	2	0	0	1	1	2	1	0	0	0	1
PREAP SPANISH INTER A (6-8)	2	1	1	0	0	0	2	1	1	0	0	0
PREAP SPANISH INTER A (6-8)	1	0	0	0	0	1	2	1	0	0	0	1
PREAP SPANISH INTER B (6-8)	4	2	0	1	1	0	4	2	2	0	0	0
PREAP SPANISH NOVICE A (6-8)	11	4	2	2	0	3	16	4	3	2	3	4
PREAP SPANISH NOVICE A (6-8)	8	1	1	3	1	2	10	2	2	2	1	3
PREAP SPANISH NOVICE A (6-8)	1	0	1	0	0	0	2	1	1	0	0	0
PREAP SPANISH NOVICE A (6-8)	14	4	2	3	1	4	20	6	4	2	3	5
PREAP SPANISH NOVICE A (6-8)	9	2	3	2	0	2	15	6	3	3	1	2
PREAP SPANISH NOVICE A (6-8)	4	1	1	1	0	1	6	3	2	0	1	0
PREAP SPANISH NOVICE A (6-8)												
PREAP SPANISH NOVICE A (6-8)							3	2	1	0	0	0
PREAP SPANISH NOVICE A (6-8)	6	1	1	0	1	3	13	3	3	2	2	3
PREAP SPANISH NOVICE B (6-8)							2	1	1	0	0	0
PREAP SPANISH NOVICE B (6-8)							1	1	0	0	0	0
PREAP SPANISH NOVICE B (6-8)	1	1	0	0	0	0						
PREAP SPANISH NOVICE B (6-8)							1	1	0	0	0	0
All Classrooms	64	18	12	12	5	17	98	33	22	13	11	19

***Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.**

April - May (Overall Reading)

Classroom	April						May						
	Total Students	Students by Level					Total Students	Students by Level					
		1	2	3	4	5		1	2	3	4	5	
ELA GR6													
ELA GR6													
HONORS ELA GR6	8	4	0	3	0	1	1	0	0	0	0	1	
HONORS ELA GR6	13	6	2	1	3	1							
HONORS ELA GR6	9	1	1	2	2	3	1	0	0	0	1	0	
HONORS ELA GR6	8	2	1	2	1	2	1	0	0	1	0	0	
HONORS ELA GR6	9	3	1	1	2	2							
HONORS ELA GR6	11	2	2	0	2	5							
PREAP SPANISH ADV (7-8) S2	1	1	0	0	0	0							
PREAP SPANISH ADV A (7-8) S1	1	1	0	0	0	0							
PREAP SPANISH INTER A (6-8)	2	0	0	0	0	2							
PREAP SPANISH INTER A (6-8)	2	2	0	0	0	0							
PREAP SPANISH INTER A (6-8)	1	0	0	0	1	0							
PREAP SPANISH INTER B (6-8)	1	0	1	0	0	0							
PREAP SPANISH NOVICE A (6-8)	9	1	1	5	0	2	2	0	0	1	0	1	
PREAP SPANISH NOVICE A (6-8)	5	1	1	2	1	0	1	0	0	0	1	0	
PREAP SPANISH NOVICE A (6-8)													
PREAP SPANISH NOVICE A (6-8)	15	7	2	0	2	4							
PREAP SPANISH NOVICE A (6-8)	5	1	1	2	1	0							
PREAP SPANISH NOVICE A (6-8)	5	3	0	0	1	1							
PREAP SPANISH NOVICE A (6-8)													
PREAP SPANISH NOVICE A (6-8)	1	1	0	0	0	0							
PREAP SPANISH NOVICE A (6-8)	10	1	1	0	3	5							
PREAP SPANISH NOVICE B (6-8)	1	0	0	0	1	0							
PREAP SPANISH NOVICE B (6-8)													
PREAP SPANISH NOVICE B (6-8)													
PREAP SPANISH NOVICE B (6-8)													
All Classrooms	57	18	6	9	10	14	3	0	0	1	1	1	1

***Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.**

June - July (Overall Reading)

Classroom	June					July								
	Total Students	Students by Level					Total Students	Students by Level						
		1	2	3	4	5		1	2	3	4	5		
ELA GR6														
ELA GR6														
HONORS ELA GR6														
HONORS ELA GR6														
HONORS ELA GR6														
HONORS ELA GR6														
HONORS ELA GR6														
HONORS ELA GR6														
PREAP SPANISH ADV (7-8) S2														
PREAP SPANISH ADV A (7-8) S1														
PREAP SPANISH INTER A (6-8)														
PREAP SPANISH INTER A (6-8)														
PREAP SPANISH INTER A (6-8)														
PREAP SPANISH INTER B (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE B (6-8)														
PREAP SPANISH NOVICE B (6-8)														
PREAP SPANISH NOVICE B (6-8)														
PREAP SPANISH NOVICE B (6-8)														
All Classrooms														
*Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.														

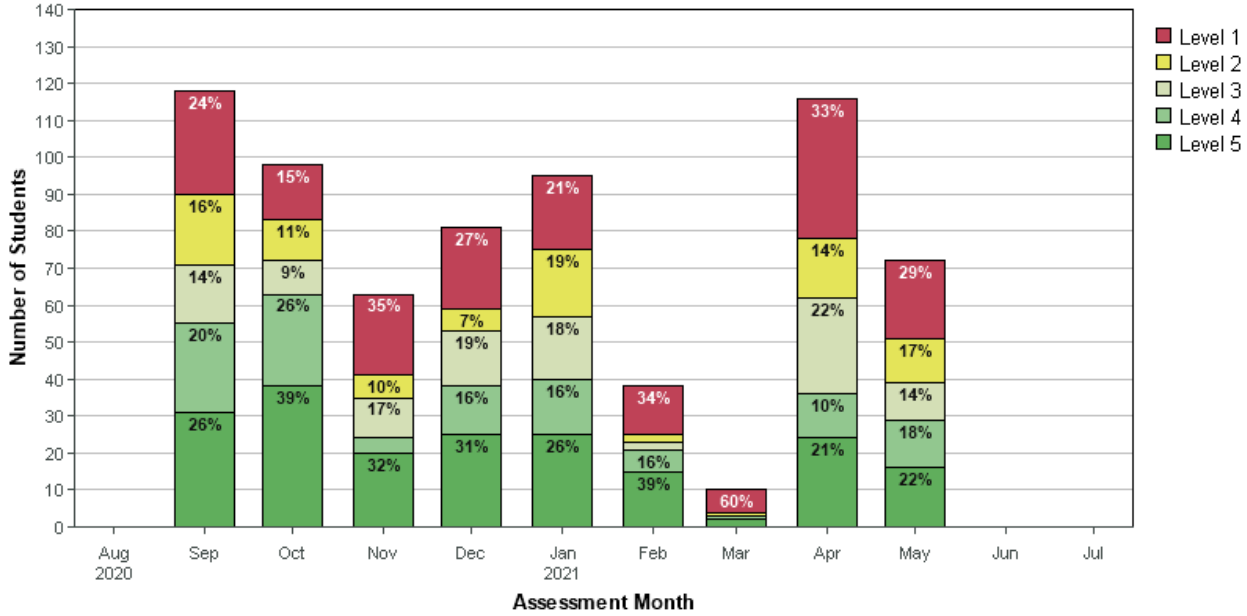
Level Movement

ISIP™ Advanced Reading results for International Leadership of Texas- College Station



International Leadership of Texas - 2020/2021
 as of Thu Jun 17 2021 10:15:01 AM (-05:00)

7th Grade - Overall Reading



August - September (Overall Reading)

Classroom	August					September						
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
ELA GR7						4	2	0	1	0	1	
ELA GR7												
HONORS ELA GR6												
HONORS ELA GR7						21	5	7	5	3	1	
HONORS ELA GR7						28	4	5	5	6	8	
HONORS ELA GR7						16	5	1	2	3	5	
HONORS ELA GR7						25	4	3	1	8	9	
HONORS ELA GR7						21	8	2	4	2	5	
HONORS ELA GR7						11	2	1	0	4	4	
PREAP SPANISH ADV (7-8) S2						4	0	2	0	1	1	
PREAP SPANISH ADV A (7-8) S1						4	0	2	0	1	1	
PREAP SPANISH INTER A (6-8)						7	2	0	1	0	4	
PREAP SPANISH INTER A (6-8)						1	0	0	0	0	1	
PREAP SPANISH INTER A (6-8)						11	2	1	1	3	4	
PREAP SPANISH INTER B (6-8)						11	4	1	0	6	0	
PREAP SPANISH INTER B (6-8)						1	0	0	0	0	1	
PREAP SPANISH NOVICE A (6-8)						1	1	0	0	0	0	
PREAP SPANISH NOVICE A (6-8)						4	1	0	3	0	0	
PREAP SPANISH NOVICE A (6-8)						8	7	0	1	0	0	
PREAP SPANISH NOVICE A (6-8)						9	2	2	2	1	2	
PREAP SPANISH NOVICE A (6-8)						5	1	0	1	2	1	
PREAP SPANISH NOVICE A (6-8)						1	0	0	1	0	0	
PREAP SPANISH NOVICE A (6-8)												
PREAP SPANISH NOVICE B (6-8)						12	1	6	0	2	3	
PREAP SPANISH NOVICE B (6-8)						16	2	1	3	5	5	
PREAP SPANISH NOVICE B (6-8)						16	3	5	2	2	4	
PREAP SPANISH NOVICE B (6-8)						20	2	1	3	5	9	
PREAP SPANISH NOVICE B (6-8)						3	2	0	1	0	0	
All Classrooms						118	28	19	16	24	31	

***Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.**

October - November (Overall Reading)

Classroom	October						November					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
ELA GR7	4	2	0	0	0	2	3	1	1	1	0	0
ELA GR7							1	1	0	0	0	0
HONORS ELA GR6	1	1	0	0	0	0						
HONORS ELA GR7	15	3	0	4	5	3	13	7	1	2	0	3
HONORS ELA GR7	23	4	4	2	4	9	13	4	2	2	0	5
HONORS ELA GR7	15	2	3	0	5	5	10	2	1	1	2	4
HONORS ELA GR7	24	2	2	3	8	9	10	3	1	3	0	3
HONORS ELA GR7	16	2	2	2	3	7	13	5	0	3	0	5
HONORS ELA GR7	10	2	0	0	2	6	8	1	1	2	2	2
PREAP SPANISH ADV (7-8) S2	4	2	0	0	2	0	1	1	0	0	0	0
PREAP SPANISH ADV A (7-8) S1	4	2	0	0	2	0	1	1	0	0	0	0
PREAP SPANISH INTER A (6-8)	6	2	0	0	0	4	4	1	0	1	0	2
PREAP SPANISH INTER A (6-8)	1	0	0	0	0	1	1	0	0	1	0	0
PREAP SPANISH INTER A (6-8)	9	0	1	0	3	5	4	1	0	1	0	2
PREAP SPANISH INTER B (6-8)	10	2	2	1	3	2	7	2	0	3	1	1
PREAP SPANISH INTER B (6-8)	1	0	0	0	0	1	1	0	0	0	0	1
PREAP SPANISH NOVICE A (6-8)	2	0	0	2	0	0	2	1	0	1	0	0
PREAP SPANISH NOVICE A (6-8)	3	1	0	1	0	1	5	0	1	3	0	1
PREAP SPANISH NOVICE A (6-8)	7	2	1	0	2	2	7	6	1	0	0	0
PREAP SPANISH NOVICE A (6-8)	5	0	0	2	1	2	4	1	1	1	0	1
PREAP SPANISH NOVICE A (6-8)	4	1	0	1	2	0	4	1	0	2	1	0
PREAP SPANISH NOVICE A (6-8)	1	0	0	0	0	1	1	0	1	0	0	0
PREAP SPANISH NOVICE A (6-8)							1	1	0	0	0	0
PREAP SPANISH NOVICE B (6-8)	9	1	1	1	3	3	6	3	1	0	0	2
PREAP SPANISH NOVICE B (6-8)	15	1	2	1	6	5	7	2	1	0	0	4
PREAP SPANISH NOVICE B (6-8)	14	1	4	2	2	5	9	2	1	2	2	2
PREAP SPANISH NOVICE B (6-8)	18	2	0	1	4	11	8	1	0	0	0	7
PREAP SPANISH NOVICE B (6-8)	2	2	0	0	0	0	1	1	0	0	0	0
All Classrooms	98	15	11	9	25	38	63	22	6	11	4	20
*Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.												

December - January (Overall Reading)

Classroom	December						January					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
ELA GR7	2	1	0	0	0	1	4	2	0	1	1	0
ELA GR7												
HONORS ELA GR6	1	0	0	0	1	0	1	1	0	0	0	0
HONORS ELA GR7	18	6	2	5	3	2	12	3	3	2	2	2
HONORS ELA GR7	20	5	2	1	3	9	25	6	2	4	5	8
HONORS ELA GR7	11	2	2	2	1	4	14	3	2	3	3	3
HONORS ELA GR7	18	5	0	6	2	5	21	5	6	3	5	2
HONORS ELA GR7	10	3	0	1	1	5	15	2	3	3	1	6
HONORS ELA GR7	9	3	0	1	4	1	11	1	2	2	1	5
PREAP SPANISH ADV (7-8) S2	1	1	0	0	0	0	3	1	0	2	0	0
PREAP SPANISH ADV A (7-8) S1	1	1	0	0	0	0	3	1	0	2	0	0
PREAP SPANISH INTER A (6-8)	7	3	0	0	1	3	7	2	0	2	1	2
PREAP SPANISH INTER A (6-8)	2	1	0	0	0	1	2	0	0	1	1	0
PREAP SPANISH INTER A (6-8)	8	1	0	1	3	3	10	1	2	1	3	3
PREAP SPANISH INTER B (6-8)	9	1	0	3	1	4	12	1	2	4	4	1
PREAP SPANISH INTER B (6-8)	1	0	0	0	1	0	1	0	1	0	0	0
PREAP SPANISH NOVICE A (6-8)	1	1	0	0	0	0	1	1	0	0	0	0
PREAP SPANISH NOVICE A (6-8)	5	1	1	1	0	2	5	0	2	1	0	2
PREAP SPANISH NOVICE A (6-8)	7	5	0	2	0	0	6	4	0	1	1	0
PREAP SPANISH NOVICE A (6-8)	3	0	1	1	1	0	5	0	3	1	0	1
PREAP SPANISH NOVICE A (6-8)	2	2	0	0	0	0	3	1	0	1	0	1
PREAP SPANISH NOVICE A (6-8)												
PREAP SPANISH NOVICE A (6-8)												
PREAP SPANISH NOVICE B (6-8)	11	2	0	3	5	1	11	2	4	2	1	2
PREAP SPANISH NOVICE B (6-8)	12	1	2	3	2	4	15	3	2	2	4	4
PREAP SPANISH NOVICE B (6-8)	11	4	2	2	1	2	12	4	2	1	2	3
PREAP SPANISH NOVICE B (6-8)	12	2	0	0	2	8	12	1	1	1	2	7
PREAP SPANISH NOVICE B (6-8)							2	2	0	0	0	0
All Classrooms	81	22	6	15	13	25	95	20	18	17	15	25

***Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.**

February - March (Overall Reading)

Classroom	February						March					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
ELA GR7							1	1	0	0	0	0
ELA GR7												
HONORS ELA GR6												
HONORS ELA GR7	6	4	0	0	0	2	2	2	0	0	0	0
HONORS ELA GR7	12	3	2	1	1	5	3	1	1	0	1	0
HONORS ELA GR7	4	2	0	0	2	0	4	2	0	0	1	1
HONORS ELA GR7	9	5	0	0	2	2	1	1	0	0	0	0
HONORS ELA GR7	4	0	0	1	0	3	2	1	0	0	0	1
HONORS ELA GR7	5	0	0	0	2	3						
PREAP SPANISH ADV (7-8) S2	2	0	0	0	2	0						
PREAP SPANISH ADV A (7-8) S1	2	0	0	0	2	0						
PREAP SPANISH INTER A (6-8)	3	1	0	0	0	2						
PREAP SPANISH INTER A (6-8)												
PREAP SPANISH INTER A (6-8)	4	0	0	0	2	2						
PREAP SPANISH INTER B (6-8)	6	2	0	1	2	1	3	3	0	0	0	0
PREAP SPANISH INTER B (6-8)	1	0	0	0	0	1						
PREAP SPANISH NOVICE A (6-8)							1	1	0	0	0	0
PREAP SPANISH NOVICE A (6-8)	1	0	0	0	0	1	2	1	0	0	0	1
PREAP SPANISH NOVICE A (6-8)	4	4	0	0	0	0	1	1	0	0	0	0
PREAP SPANISH NOVICE A (6-8)	1	0	0	0	0	1						
PREAP SPANISH NOVICE A (6-8)	1	1	0	0	0	0						
PREAP SPANISH NOVICE A (6-8)												
PREAP SPANISH NOVICE A (6-8)												
PREAP SPANISH NOVICE B (6-8)	5	1	0	0	1	3						
PREAP SPANISH NOVICE B (6-8)	8	2	0	1	2	3						
PREAP SPANISH NOVICE B (6-8)	5	3	2	0	0	0	1	1	0	0	0	0
PREAP SPANISH NOVICE B (6-8)	4	0	0	0	0	4	3	0	1	0	1	1
PREAP SPANISH NOVICE B (6-8)							1	1	0	0	0	0
All Classrooms	38	13	2	2	6	15	10	6	1	0	1	2

***Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.**

April - May (Overall Reading)

Classroom	April						May					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
ELA GR7	7	3	0	1	1	2	5	2	0	2	1	0
ELA GR7												
HONORS ELA GR6												
HONORS ELA GR7	21	10	4	5	0	2	11	5	1	2	2	1
HONORS ELA GR7	30	7	4	6	4	9	22	6	4	1	6	5
HONORS ELA GR7	17	5	3	5	0	4	4	0	2	0	1	1
HONORS ELA GR7	21	8	3	6	1	3	11	5	2	1	2	1
HONORS ELA GR7	20	6	2	4	3	5	17	5	2	5	0	5
HONORS ELA GR7	14	5	1	2	5	1	12	2	2	2	2	4
PREAP SPANISH ADV (7-8) S2	5	3	1	1	0	0	1	1	0	0	0	0
PREAP SPANISH ADV A (7-8) S1	5	3	1	1	0	0	1	1	0	0	0	0
PREAP SPANISH INTER A (6-8)	8	3	0	2	1	2	6	2	0	1	2	1
PREAP SPANISH INTER A (6-8)	2	0	0	1	0	1	2	1	0	1	0	0
PREAP SPANISH INTER A (6-8)	10	3	2	3	0	2	7	2	2	0	1	2
PREAP SPANISH INTER B (6-8)	13	4	1	5	1	2	5	1	1	1	2	0
PREAP SPANISH INTER B (6-8)	1	0	0	1	0	0	1	0	0	0	0	1
PREAP SPANISH NOVICE A (6-8)	2	1	1	0	0	0	3	1	2	0	0	0
PREAP SPANISH NOVICE A (6-8)	7	2	1	1	2	1	7	1	0	2	2	2
PREAP SPANISH NOVICE A (6-8)	11	7	2	1	0	1	7	5	1	0	1	0
PREAP SPANISH NOVICE A (6-8)	5	2	1	1	0	1						
PREAP SPANISH NOVICE A (6-8)	5	2	1	0	2	0	5	1	2	1	0	1
PREAP SPANISH NOVICE A (6-8)	3	1	0	0	1	1	2	0	0	1	1	0
PREAP SPANISH NOVICE A (6-8)												
PREAP SPANISH NOVICE B (6-8)	12	3	4	3	1	1	6	1	1	2	2	0
PREAP SPANISH NOVICE B (6-8)	15	3	1	5	2	4	11	2	0	2	4	3
PREAP SPANISH NOVICE B (6-8)	14	5	2	2	2	3	13	4	5	1	2	1
PREAP SPANISH NOVICE B (6-8)	18	2	1	5	2	8	9	1	0	1	1	6
PREAP SPANISH NOVICE B (6-8)	3	2	0	0	1	0	2	1	0	0	1	0
All Classrooms	116	38	16	26	12	24	72	21	12	10	13	16
*Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.												

June - July (Overall Reading)

Classroom	June						July							
	Total Students	Students by Level					Total Students	Students by Level						
		1	2	3	4	5		1	2	3	4	5		
ELA GR7														
ELA GR7														
HONORS ELA GR6														
HONORS ELA GR7														
HONORS ELA GR7														
HONORS ELA GR7														
HONORS ELA GR7														
HONORS ELA GR7														
HONORS ELA GR7														
PREAP SPANISH ADV (7-8) S2														
PREAP SPANISH ADV A (7-8) S1														
PREAP SPANISH INTER A (6-8)														
PREAP SPANISH INTER A (6-8)														
PREAP SPANISH INTER A (6-8)														
PREAP SPANISH INTER B (6-8)														
PREAP SPANISH INTER B (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE A (6-8)														
PREAP SPANISH NOVICE B (6-8)														
PREAP SPANISH NOVICE B (6-8)														
PREAP SPANISH NOVICE B (6-8)														
PREAP SPANISH NOVICE B (6-8)														
PREAP SPANISH NOVICE B (6-8)														
PREAP SPANISH NOVICE B (6-8)														
PREAP SPANISH NOVICE B (6-8)														
PREAP SPANISH NOVICE B (6-8)														
All Classrooms														
*Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.														

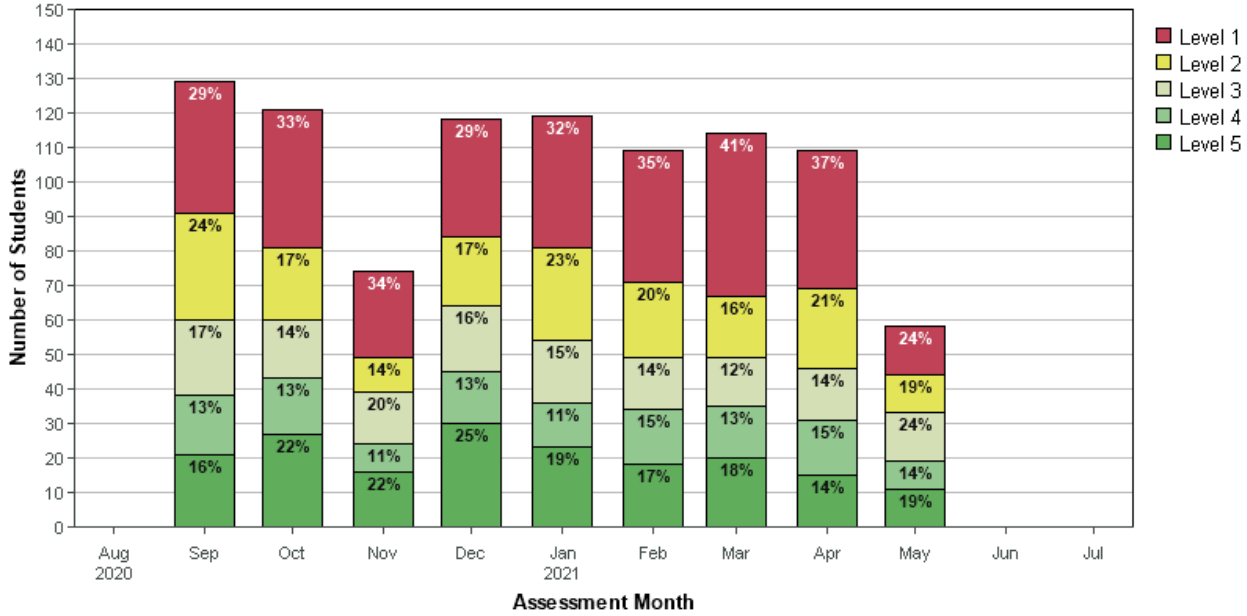
Level Movement

ISIP™ Advanced Reading results for International Leadership of Texas- College Station



International Leadership of Texas - 2020/2021
 as of Thu Jun 17 2021 10:16:43 AM (-05:00)

8th Grade - Overall Reading



August - September (Overall Reading)

Classroom	August					September						
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
ELA GR8						6	0	4	0	1	1	
PREAP ELA GR8						21	7	8	2	2	2	
PREAP ELA GR8						26	8	4	3	4	7	
PREAP ELA GR8						20	4	4	7	0	5	
PREAP ELA GR8						16	5	2	4	4	1	
PREAP ELA GR8						27	8	7	4	4	4	
PREAP ELA GR8						20	6	7	2	3	2	
PREAP SPANISH ADV (7-8) S2						9	3	3	1	0	2	
PREAP SPANISH ADV A (7-8) S1						9	3	3	1	0	2	
PREAP SPANISH ADV A (7-8) S1												
PREAP SPANISH ADV B (8) S1						7	1	1	2	2	1	
PREAP SPANISH ADV B (8) S2						6	0	1	2	2	1	
PREAP SPANISH INTER A (6-8)						17	4	4	2	3	4	
PREAP SPANISH INTER A (6-8)						19	7	5	2	1	4	
PREAP SPANISH INTER A (6-8)						17	6	4	2	2	3	
PREAP SPANISH INTER A (6-8)						2	0	2	0	0	0	
PREAP SPANISH INTER B (6-8)						1	0	0	0	1	0	
PREAP SPANISH INTER B (6-8)						1	1	0	0	0	0	
PREAP SPANISH INTER C (6-8)						3	2	1	0	0	0	
PREAP SPANISH NOVICE A (6-8)						4	2	1	0	0	1	
PREAP SPANISH NOVICE A (6-8)						2	0	1	0	0	1	
PREAP SPANISH NOVICE A (6-8)						2	0	1	1	0	0	
PREAP SPANISH NOVICE A (6-8)						4	2	2	0	0	0	
PREAP SPANISH NOVICE A (6-8)						3	1	0	1	1	0	
PREAP SPANISH NOVICE A (6-8)						3	0	1	1	0	1	
PREAP SPANISH NOVICE A (6-8)												
PREAP SPANISH NOVICE B (6-8)						21	8	3	6	2	2	
PREAP SPANISH NOVICE B (6-8)						5	1	0	2	1	1	
PREAP SPANISH NOVICE B (6-8)						4	0	2	0	1	1	
PREAP SPANISH NOVICE B (6-8)						9	2	3	1	2	1	
PREAP SPANISH NOVICE B (6-8)						6	0	2	2	2	0	
All Classrooms						129	38	31	22	17	21	

***Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.**

October - November (Overall Reading)

Classroom	October						November					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
ELA GR8	3	2	0	0	0	1	3	2	0	1	0	0
PREAP ELA GR8	21	11	4	1	0	5	13	5	2	2	1	3
PREAP ELA GR8	22	5	2	5	4	6	13	5	0	3	1	4
PREAP ELA GR8	21	4	4	4	2	7	12	5	1	3	0	3
PREAP ELA GR8	18	8	2	3	2	3	9	3	2	2	1	1
PREAP ELA GR8	22	7	5	2	5	3	13	4	2	3	3	1
PREAP ELA GR8	18	6	4	2	3	3	15	4	3	2	2	4
PREAP SPANISH ADV (7-8) S2	11	4	3	1	2	1	8	4	2	0	0	2
PREAP SPANISH ADV A (7-8) S1	11	4	3	1	2	1	8	4	2	0	0	2
PREAP SPANISH ADV A (7-8) S1	1	1	0	0	0	0	1	1	0	0	0	0
PREAP SPANISH ADV B (8) S1	7	1	0	2	3	1	5	0	0	0	3	2
PREAP SPANISH ADV B (8) S2	6	0	0	2	3	1	5	0	0	0	3	2
PREAP SPANISH INTER A (6-8)	18	3	4	5	2	4	10	2	2	5	1	0
PREAP SPANISH INTER A (6-8)	17	7	0	3	4	3	10	4	1	4	0	1
PREAP SPANISH INTER A (6-8)	14	6	2	1	1	4	10	2	2	4	0	2
PREAP SPANISH INTER A (6-8)	1	0	0	0	0	1	1	0	0	1	0	0
PREAP SPANISH INTER B (6-8)	1	0	0	0	0	1	1	0	0	0	0	1
PREAP SPANISH INTER B (6-8)	1	1	0	0	0	0						
PREAP SPANISH INTER C (6-8)	2	1	0	0	0	1	2	1	0	0	0	1
PREAP SPANISH NOVICE A (6-8)	5	2	2	0	0	1	3	2	0	0	0	1
PREAP SPANISH NOVICE A (6-8)	2	0	1	0	0	1	2	1	0	0	0	1
PREAP SPANISH NOVICE A (6-8)	2	1	0	0	0	1						
PREAP SPANISH NOVICE A (6-8)	5	2	2	1	0	0	2	2	0	0	0	0
PREAP SPANISH NOVICE A (6-8)	2	0	0	0	1	1	2	0	0	1	1	0
PREAP SPANISH NOVICE A (6-8)	2	1	1	0	0	0	1	0	1	0	0	0
PREAP SPANISH NOVICE A (6-8)	1	1	0	0	0	0	1	1	0	0	0	0
PREAP SPANISH NOVICE B (6-8)	21	10	2	3	1	5	12	6	2	0	0	4
PREAP SPANISH NOVICE B (6-8)	3	1	0	0	0	2	1	0	0	0	0	1
PREAP SPANISH NOVICE B (6-8)	1	1	0	0	0	0	1	1	0	0	0	0
PREAP SPANISH NOVICE B (6-8)	7	1	3	1	2	0	2	0	0	1	1	0
PREAP SPANISH NOVICE B (6-8)	3	0	1	0	0	2	3	0	0	1	2	0
All Classrooms	121	40	21	17	16	27	74	25	10	15	8	16

*Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.

December - January (Overall Reading)

Classroom	December						January					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
ELA GR8	4	1	2	1	0	0	4	1	1	2	0	0
PREAP ELA GR8	19	6	1	4	2	6	19	6	5	2	3	3
PREAP ELA GR8	22	3	6	5	2	6	21	2	6	5	1	7
PREAP ELA GR8	19	1	7	4	1	6	19	3	7	2	3	4
PREAP ELA GR8	19	9	3	1	5	1	18	8	3	2	2	3
PREAP ELA GR8	21	8	1	3	3	6	23	11	2	5	1	4
PREAP ELA GR8	19	8	2	2	2	5	20	9	4	2	3	2
PREAP SPANISH ADV (7-8) S2	10	3	3	1	2	1	11	3	5	1	0	2
PREAP SPANISH ADV A (7-8) S1	10	3	3	1	2	1	11	3	5	1	0	2
PREAP SPANISH ADV A (7-8) S1	1	0	1	0	0	0	1	0	1	0	0	0
PREAP SPANISH ADV B (8) S1	7	2	0	1	3	1	7	1	0	2	1	3
PREAP SPANISH ADV B (8) S2	6	1	0	1	3	1	6	0	0	2	1	3
PREAP SPANISH INTER A (6-8)	17	4	2	4	2	5	16	2	5	2	4	3
PREAP SPANISH INTER A (6-8)	16	4	3	3	2	4	17	5	1	5	4	2
PREAP SPANISH INTER A (6-8)	15	2	3	3	3	4	14	5	3	3	0	3
PREAP SPANISH INTER A (6-8)	2	0	1	1	0	0	2	0	0	2	0	0
PREAP SPANISH INTER B (6-8)	1	0	0	0	0	1	1	0	0	0	0	1
PREAP SPANISH INTER B (6-8)	1	1	0	0	0	0	1	1	0	0	0	0
PREAP SPANISH INTER C (6-8)	2	1	0	0	0	1	3	1	0	1	1	0
PREAP SPANISH NOVICE A (6-8)	5	0	3	1	0	1	5	0	4	0	0	1
PREAP SPANISH NOVICE A (6-8)	3	2	0	0	0	1	3	2	0	0	0	1
PREAP SPANISH NOVICE A (6-8)	2	0	1	1	0	0	1	0	1	0	0	0
PREAP SPANISH NOVICE A (6-8)	3	2	0	1	0	0	1	1	0	0	0	0
PREAP SPANISH NOVICE A (6-8)	2	0	0	1	0	1	4	1	1	1	0	1
PREAP SPANISH NOVICE A (6-8)	2	0	0	2	0	0	3	2	0	1	0	0
PREAP SPANISH NOVICE A (6-8)	1	1	0	0	0	0	1	1	0	0	0	0
PREAP SPANISH NOVICE B (6-8)	20	11	2	2	0	5	21	11	4	2	2	2
PREAP SPANISH NOVICE B (6-8)	4	1	0	0	0	3	4	1	0	0	0	3
PREAP SPANISH NOVICE B (6-8)	1	1	0	0	0	0	1	1	0	0	0	0
PREAP SPANISH NOVICE B (6-8)	7	2	2	0	2	1	7	4	1	1	1	0
PREAP SPANISH NOVICE B (6-8)	4	1	1	0	1	1	4	0	2	1	0	1
All Classrooms	118	34	20	19	15	30	119	38	27	18	13	23

***Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.**

February - March (Overall Reading)

Classroom	February						March					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
ELA GR8	4	1	0	3	0	0	4	2	0	1	1	0
PREAP ELA GR8	19	7	4	3	3	2	19	7	4	3	3	2
PREAP ELA GR8	20	5	5	3	4	3	20	4	3	4	3	6
PREAP ELA GR8	15	2	4	4	2	3	18	6	4	2	2	4
PREAP ELA GR8	17	9	2	1	1	4	17	12	0	0	1	4
PREAP ELA GR8	19	5	4	3	4	3	21	8	3	3	5	2
PREAP ELA GR8	20	11	3	1	2	3	20	11	4	2	1	2
PREAP SPANISH ADV (7-8) S2	10	5	2	1	0	2	11	5	4	0	0	2
PREAP SPANISH ADV A (7-8) S1	10	5	2	1	0	2	11	5	4	0	0	2
PREAP SPANISH ADV A (7-8) S1	1	0	0	1	0	0	1	1	0	0	0	0
PREAP SPANISH ADV B (8) S1	7	1	1	2	1	2	7	2	0	1	0	4
PREAP SPANISH ADV B (8) S2	6	0	1	2	1	2	6	1	0	1	0	4
PREAP SPANISH INTER A (6-8)	15	3	2	4	5	1	16	8	0	2	5	1
PREAP SPANISH INTER A (6-8)	16	4	5	4	2	1	17	5	2	2	5	3
PREAP SPANISH INTER A (6-8)	14	4	4	1	1	4	14	4	2	5	1	2
PREAP SPANISH INTER A (6-8)	2	0	0	2	0	0	2	0	0	1	1	0
PREAP SPANISH INTER B (6-8)	1	0	0	0	1	0	1	0	0	0	0	1
PREAP SPANISH INTER B (6-8)	1	1	0	0	0	0	1	1	0	0	0	0
PREAP SPANISH INTER C (6-8)	2	1	0	0	0	1	2	1	1	0	0	0
PREAP SPANISH NOVICE A (6-8)	4	2	2	0	0	0	5	1	3	0	0	1
PREAP SPANISH NOVICE A (6-8)	2	1	0	0	0	1	3	2	0	0	0	1
PREAP SPANISH NOVICE A (6-8)							1	0	1	0	0	0
PREAP SPANISH NOVICE A (6-8)	1	1	0	0	0	0	1	1	0	0	0	0
PREAP SPANISH NOVICE A (6-8)	3	1	1	0	0	1	3	1	0	0	1	1
PREAP SPANISH NOVICE A (6-8)	2	1	0	1	0	0	3	2	0	1	0	0
PREAP SPANISH NOVICE A (6-8)	1	1	0	0	0	0	1	1	0	0	0	0
PREAP SPANISH NOVICE B (6-8)	20	12	2	2	2	2	20	12	2	2	2	2
PREAP SPANISH NOVICE B (6-8)	4	1	0	0	1	2	3	1	0	0	1	1
PREAP SPANISH NOVICE B (6-8)	1	1	0	0	0	0	1	1	0	0	0	0
PREAP SPANISH NOVICE B (6-8)	6	1	2	1	2	0	6	3	1	2	0	0
PREAP SPANISH NOVICE B (6-8)	4	0	1	0	2	1	4	0	2	1	0	1
All Classrooms	109	38	22	15	16	18	114	47	18	14	15	20

*Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.

April - May (Overall Reading)

Classroom	April						May					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
ELA GR8	3	1	0	2	0	0	3	0	1	1	1	0
PREAP ELA GR8	20	8	5	2	1	4	12	4	2	2	2	2
PREAP ELA GR8	16	6	2	3	2	3	12	2	4	1	1	4
PREAP ELA GR8	17	2	6	3	4	2	6	1	2	1	0	2
PREAP ELA GR8	17	8	3	1	4	1	6	2	0	2	2	0
PREAP ELA GR8	21	7	4	4	4	2	11	1	1	6	2	1
PREAP ELA GR8	19	10	3	2	1	3	12	4	2	2	2	2
PREAP SPANISH ADV (7-8) S2	11	5	3	0	0	3	4	2	1	0	0	1
PREAP SPANISH ADV A (7-8) S1	10	5	3	0	0	2	4	2	1	0	0	1
PREAP SPANISH ADV A (7-8) S1												
PREAP SPANISH ADV B (8) S1	7	1	1	1	3	1	6	1	1	2	1	1
PREAP SPANISH ADV B (8) S2	6	0	1	1	3	1	5	0	1	2	1	1
PREAP SPANISH INTER A (6-8)	16	6	3	3	3	1	10	0	2	4	2	2
PREAP SPANISH INTER A (6-8)	17	4	2	5	3	3	9	2	2	2	0	3
PREAP SPANISH INTER A (6-8)	12	5	3	1	2	1	8	2	1	3	1	1
PREAP SPANISH INTER A (6-8)	2	0	0	2	0	0	2	0	1	1	0	0
PREAP SPANISH INTER B (6-8)	1	0	0	0	0	1	1	0	0	0	0	1
PREAP SPANISH INTER B (6-8)	1	1	0	0	0	0						
PREAP SPANISH INTER C (6-8)	2	1	1	0	0	0	2	1	0	0	1	0
PREAP SPANISH NOVICE A (6-8)	5	1	3	0	0	1	1	1	0	0	0	0
PREAP SPANISH NOVICE A (6-8)	3	1	1	0	0	1	2	1	0	0	0	1
PREAP SPANISH NOVICE A (6-8)							1	0	1	0	0	0
PREAP SPANISH NOVICE A (6-8)	1	1	0	0	0	0	1	0	1	0	0	0
PREAP SPANISH NOVICE A (6-8)	2	0	0	1	1	0	1	0	0	1	0	0
PREAP SPANISH NOVICE A (6-8)	2	1	1	0	0	0						
PREAP SPANISH NOVICE A (6-8)	1	1	0	0	0	0						
PREAP SPANISH NOVICE B (6-8)	19	9	3	3	2	2	9	3	1	2	2	1
PREAP SPANISH NOVICE B (6-8)	3	0	0	0	2	1	1	0	0	0	1	0
PREAP SPANISH NOVICE B (6-8)	1	1	0	0	0	0	1	0	0	0	1	0
PREAP SPANISH NOVICE B (6-8)	7	5	0	2	0	0	2	1	0	1	0	0
PREAP SPANISH NOVICE B (6-8)	4	1	2	0	0	1	2	1	1	0	0	0
All Classrooms	109	40	23	15	16	15	58	14	11	14	8	11

*Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.

June - July (Overall Reading)

Classroom	June					July						
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
ELA GR8												
PREAP ELA GR8												
PREAP ELA GR8												
PREAP ELA GR8												
PREAP ELA GR8												
PREAP ELA GR8												
PREAP ELA GR8												
PREAP SPANISH ADV (7-8) S2												
PREAP SPANISH ADV A (7-8) S1												
PREAP SPANISH ADV A (7-8) S1												
PREAP SPANISH ADV B (8) S1												
PREAP SPANISH ADV B (8) S2												
PREAP SPANISH INTER A (6-8)												
PREAP SPANISH INTER A (6-8)												
PREAP SPANISH INTER A (6-8)												
PREAP SPANISH INTER A (6-8)												
PREAP SPANISH INTER B (6-8)												
PREAP SPANISH INTER B (6-8)												
PREAP SPANISH INTER C (6-8)												
PREAP SPANISH NOVICE A (6-8)												
PREAP SPANISH NOVICE A (6-8)												
PREAP SPANISH NOVICE A (6-8)												
PREAP SPANISH NOVICE A (6-8)												
PREAP SPANISH NOVICE A (6-8)												
PREAP SPANISH NOVICE A (6-8)												
PREAP SPANISH NOVICE A (6-8)												
PREAP SPANISH NOVICE B (6-8)												
PREAP SPANISH NOVICE B (6-8)												
PREAP SPANISH NOVICE B (6-8)												
PREAP SPANISH NOVICE B (6-8)												
PREAP SPANISH NOVICE B (6-8)												
PREAP SPANISH NOVICE B (6-8)												
All Classrooms												
<p>*Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.</p>												

Domain 1: Student Achievement

ILTexas College Station MS

STAAR Detailed Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL (And Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2021 STAAR Performance														
All Subjects														
Percent of Tests														
% at Approaches Grade Level Standard	48%	30%	45%	53%	0%	59%		54%	13%	40%	36%	22%	47%	48%
% at Meets Grade Level Standard	27%	10%	23%	33%	0%	53%		36%	4%	19%	19%	22%	29%	26%
% at Masters Grade Level Standard	12%	3%	7%	16%	0%	24%		18%	6%	7%	9%	11%	13%	10%
Number of Tests														
# at Approaches Grade Level Standard	632	41	230	292	0	29		40	12	214	70	2	290	342
# at Meets Grade Level Standard	363	14	115	181	0	26		27	4	104	37	2	178	185
# at Masters Grade Level Standard	154	4	35	90	0	12		13	5	37	17	1	81	73
Total Tests	1,325	135	508	553	6	49		74	89	535	194	9	615	710
Reading														
Percent of Tests														
% at Approaches Grade Level Standard	54%	34%	51%	59%	0%	73%		64%	14%	45%	46%	33%	51%	57%
% at Meets Grade Level Standard	34%	15%	28%	39%	0%	60%		50%	7%	25%	27%	33%	34%	33%
% at Masters Grade Level Standard	18%	7%	12%	23%	0%	27%		32%	7%	12%	12%	33%	20%	16%
Number of Tests														
# at Approaches Grade Level Standard	215	14	78	98	0	11		14	4	75	27	1	95	120
# at Meets Grade Level Standard	134	6	43	65	0	9		11	2	41	16	1	64	70
# at Masters Grade Level Standard	71	3	19	38	0	4		7	2	20	7	1	37	34
Total Tests	398	41	153	165	2	15		22	28	165	59	3	187	211
Mathematics														
Percent of Tests														
% at Approaches Grade Level Standard	35%	23%	35%	37%	0%	42%		41%	10%	30%	27%	20%	35%	35%
% at Meets Grade Level Standard	18%	7%	15%	21%	0%	38%		25%	2%	13%	12%	20%	19%	17%
% at Masters Grade Level Standard	7%	0%	3%	10%	0%	17%		9%	2%	3%	5%	0%	8%	5%
Number of Tests														
# at Approaches Grade Level Standard	194	13	71	87	0	10		13	4	67	22	1	90	104
# at Meets Grade Level Standard	101	4	31	49	0	9		8	1	29	10	1	50	51
# at Masters Grade Level Standard	37	0	7	23	0	4		3	1	7	4	0	21	16
Total Tests	553	56	205	233	3	24		32	40	227	83	5	258	295
Writing														
Percent of Tests														
% at Approaches Grade Level Standard	60%	25%	50%	72%	0%	100%		75%	33%	52%	45%	0%	66%	52%
% at Meets Grade Level Standard	35%	8%	27%	42%	0%	100%		50%	11%	25%	25%	0%	45%	24%
% at Masters Grade Level Standard	7%	0%	2%	13%	0%	17%		12%	11%	2%	5%	0%	8%	6%
Number of Tests														
# at Approaches Grade Level Standard	81	3	28	38	0	6		6	3	34	9	0	49	32
# at Meets Grade Level Standard	48	1	15	22	0	6		4	1	16	5	0	33	15
# at Masters Grade Level Standard	10	0	1	7	0	1		1	1	1	1	0	6	4
Total Tests	136	12	56	53	1	6		8	9	65	20	1	74	62
Science														
Percent of Tests														
% at Approaches Grade Level Standard	66%	62%	66%	69%		50%		67%	0%	54%	44%		67%	66%
% at Meets Grade Level Standard	42%	15%	38%	53%		50%		33%	0%	28%	25%		38%	45%
% at Masters Grade Level Standard	22%	8%	13%	31%		100%		17%	17%	18%	19%		27%	18%
Number of Tests														
# at Approaches Grade Level Standard	79	8	31	35		1		4	0	21	7		32	47
# at Meets Grade Level Standard	50	2	18	27		1		2	0	11	4		18	32
# at Masters Grade Level Standard	26	1	6	16		2		1	1	7	3		13	13
Total Tests	119	13	47	51		2		6	6	39	16		48	71
Social Studies														
Percent of Tests														
% at Approaches Grade Level Standard	53%	23%	47%	67%		50%		50%	17%	44%	31%		50%	55%
% at Meets Grade Level Standard	25%	8%	17%	35%		50%		33%	0%	18%	12%		27%	24%
% at Masters Grade Level Standard	8%	0%	4%	12%		50%		17%	0%	5%	12%		8%	8%
Number of Tests														
# at Approaches Grade Level Standard	63	3	22	34		1		3	1	17	5		24	39
# at Meets Grade Level Standard	30	1	8	18		1		2	0	7	2		13	17
# at Masters Grade Level Standard	10	0	2	6		1		1	0	2	2		4	6
Total Tests	119	13	47	51		2		6	6	39	16		48	71

