

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the left and right sides of the page, framing the central text.

KISD Annual Performance Report

2020-2021

Annual Performance Report

- ▶ Texas Academic Performance Report (TAPR)
- ▶ PEIMS Financial Standard Report
- ▶ District Accreditation Status
- ▶ District / Campus Performance Objectives
- ▶ Special Education Determination Status
- ▶ Report of Violent or Criminal Instances
- ▶ Postsecondary enrollment and performance report

- ▶ The entire Annual Report will be posted on the district website.

TAPR

- ▶ TEA provides two ways to view data:
 - ▶ streamlined pdf report (Included in Annual Report)
 - ▶ Detailed online TPRS system
https://rptsvr1.tea.texas.gov/perfreport/tprs/tprs_srch.html
- ▶ District Accountability Rating: Not Rated: Declared State of Disaster
- ▶ Campus Ratings: Not Rated: Declared State of Disaster
- ▶ Fully Accredited
- ▶ Special Ed Determination Status: Meets Requirement (highest)
- ▶ KISD scores had been trending upward through 2018-2019
- ▶ No testing in 19-20
- ▶ KISD scores dropped from 18-19 to 20-21, but not as far as the State
- ▶ At or above state averages in most subject areas

% of students
at or above
the TEA
passing standard

2018-2019
Compared to
2020-2021

		App 18-19	App 20-21	+/- App
KISD	ALL	79	70	-9
State	ALL	78	67	-11
KISD	ELAR	73	67	-6
	Math	84	71	-13
	Writing	61	64	+3
	Science	87	76	-11
	SS	87	78	-9

% of students
at or above
the TEA
passing standard

State 20-21
Compared to
KISD 20-21

	State App 20-21	KISD % App 20-21	+/- App
ALL	67	70	+3
ELAR	68	67	-1
Math	66	71	+5
Writing	58	64	+6
Science	71	76	+5
SS	73	78	+5

% of students
at or above
the TEA
passing standard

State 20-21
Compared to
KISD 20-21

20-21		STATE App	KISD % App	+/- App
KISD	3R	67	66	-1
	3M	62	58	-4
	4R	63	67	+4
	4M	59	71	+12
	4W	53	62	+9
	5R	73	73	-
	5M	70	74	+4
	5Sci	62	69	+7
JH	6R	62	52	-10
	6M	68	75	+7
	7R	69	71	+2
	7M	55	63	+8
	7W	63	65	+2
	8R	73	77	+4
	8M	62	61	-1
	8Sci	68	74	+6
	8SS	57	68	+11
KISD	Alg1	73	87	+14
HS	Bio	82	82	-
	USH	88	89	+1
	Eng1	67	66	-1
	Eng2	71	68	-3

TAPR

- ▶ 2021 Participation Rate KISD: 99%, State: 88%
- ▶ Attendance rate for 19-20 was 98.4% (Hold Harmless)
- ▶ Annual dropout rate for 2020 is low at 0.2% (state 1.6%)
- ▶ 2020 4-year graduation rate is 98.6% (state 90.3%)
- ▶ 94.0% graduated FHSP-E / DLA (state 81.8%)
- ▶ 82.7% College, Career, Military Ready Graduates in 2020 (state 63%)
- ▶ 2020 Average SAT score 975
- ▶ 2020 Average ACT score 20

TAPR

► Demographics of our 4,014 students

African American	4.5%
Hispanic	50.9%
White	41.3%
Two or more	2.3%
Economically Disadvantaged	75.3%
English Learners	21.8%

TAPR

- ▶ Teachers comprise 52% of prof. staff (state 49%)
- ▶ Teachers by years of experience

Years of experience	State	KISD
New Teachers	6.7%	3.6%
1-5 years	27.8%	22.4%
6-10 years	20.3%	16.6%
11-20 years	29.1%	31.0%
Over 20 years	15.7%	22.4%
Over 11 years	44.8%	53.4%

Financial Summary 19-20

Based on TEA Actual Financial Data Report

- ▶ Total Revenue: \$52,548,861
- ▶ Total Expenditures: \$46,920,180
- ▶ General Fund Revenue: \$41,499,991
- ▶ General Fund Expenditures: \$36,538,855
- ▶ Total Operating Expenditures per student: \$10,026

- ▶ Payroll accounted for 83.6% of operating expenditures

- ▶ Instructional Expenditure Ratio: 62.89%

- ▶ Total Fund Balance: \$22,936,945
- ▶ Gen Fund Balance: \$19,638,722

KISD Goals and Performance Objectives

Goal 1: Improve Student Achievement

Performance Objective 1: State assessment scores in all core areas will meet or exceed state standards for all student groups.

Performance Objective 2: Percentage of students mastering grade level on state accountability will meet or exceed state average in all subjects for all student groups

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Percentage of students graduating with an endorsement will meet or exceed state averages.

Performance Objective 2: Completion rates, attendance rates, and dropout rates will meet or exceed state standards and averages.

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 1: The district will provide high quality staff development.

Performance Objective 2: The district will recruit, retain, and train fully certified and highly qualified administrators, teachers, and staff.

Goal 4: Improve Student Programs & Services

Performance Objective 1: Technology will be integrated throughout the district.

Performance Objective 2: Students in need of specialized services will be properly identified and served.

Performance Objective 3: A safe and orderly learning environment will be provided on all campuses.

Performance Objective 4: Parental and community involvement will be prioritized.

Performance Objective 5: The district will maintain compliance with state and federal laws and regulations.

Violent or Criminal Incidents

Violent or Criminal Incidents PEIMS 425 Action Reason Codes	Incident Total* (District wide)
11 – Used, exhibited, or possessed firearm	0
12 – Used, exhibited, or possessed an illegal knife	0
13 – Used, exhibited, or possessed a club	0
14 – Used, exhibited, or possessed a prohibited weapon	0
16 – Arson	0
17* – Murder, attempted murder	0
18* – Indecency with a child	0
19* – Aggravated kidnapping	0
29 – Aggravated assault on district employee or volunteer	0
30* – Aggravated assault on someone other than district employee or volunteer	0
31 – Sexual assault or aggravated sexual assault against employee or volunteer	0
32* – Sexual assault or aggravated sexual assault against someone other than district employee/volunteer	0
36 – Felony controlled substance violation	0
37 – Felony alcohol violation	0
46* – Aggravated robbery	0
47 – Manslaughter	0
48 – Criminally negligent homicide	0

School Violence Prevention and Intervention Procedures

- School Counselors provide violence prevention and conflict resolution instruction to students on all campuses
- Assistant Principals on every campus oversee violence intervention procedures
- Anti-bullying procedures have been standardized across the district
- Kaufman ISD safety plan defining crisis management and safety procedures is posted in campus offices.
- District Threat Assessment Team
- KISD Police Department provides security on all campuses and at school activities.
- The District Emergency Operations Team conducts an annual audit district Emergency Operating Procedures and updates accordingly.
- Protect the Pride safety system to combat threats to student and teacher safety
- Student Advisory Council provides input to Asst. Sup.
- Safety Patrol on elementary campuses

Postsecondary Enrollment and Performance

Texas High School Graduates from FY2019 Enrolled in Texas Public or Independent Higher Education in FY 2020

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
KAUFMAN ISD								
	129903001 KAUFMAN H S							
	Four-Year Public University	40	7	5	4	9	15	0
	Two-Year Public Colleges	105	35	12	13	22	16	7
	Independent Colleges & Universities	6						
	Not Trackable	9						
	Not Found	149						
	Total High School Graduates	309						

- ❖ 49% of KISD graduates from 2019 attended TX college in 19-20
 - ❖ Crandall, Forney, SR higher (53%-63%)
 - ❖ Mabank, Kemp, Terrell lower (35%-43%)



2020-21 Texas Academic Performance Report (TAPR)

District Name: KAUFMAN ISD

District Number: 129903

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

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

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	68%	66%	50%	60%	78%	*	*	-	43%	49%	-	65%	71%	61%	63%
	2019	76%	78%	76%	77%	71%	83%	-	*	-	71%	57%	71%	78%	70%	72%	62%
At Meets Grade Level or Above	2021	39%	40%	37%	29%	29%	48%	*	*	-	29%	23%	-	38%	32%	31%	36%
	2019	45%	48%	38%	8%	32%	48%	-	*	-	43%	27%	43%	39%	37%	33%	23%
At Masters Grade Level	2021	19%	21%	17%	14%	13%	23%	*	*	-	14%	9%	-	18%	12%	12%	10%
	2019	27%	30%	21%	0%	18%	27%	-	*	-	14%	3%	14%	22%	17%	17%	16%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	64%	58%	43%	54%	67%	*	*	-	43%	44%	-	59%	51%	55%	58%
	2019	79%	81%	80%	85%	74%	86%	-	*	-	100%	57%	57%	80%	79%	77%	71%
At Meets Grade Level or Above	2021	31%	33%	24%	14%	19%	33%	*	*	-	14%	21%	-	27%	10%	18%	20%
	2019	49%	52%	44%	38%	35%	57%	-	*	-	29%	30%	43%	45%	38%	38%	23%
At Masters Grade Level	2021	14%	17%	12%	14%	8%	17%	*	*	-	0%	7%	-	12%	7%	8%	8%
	2019	25%	28%	16%	8%	13%	22%	-	*	-	0%	10%	14%	16%	14%	14%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	64%	67%	73%	64%	71%	-	-	-	57%	45%	67%	68%	65%	62%	58%
	2019	75%	75%	70%	64%	63%	80%	-	-	-	56%	41%	75%	71%	65%	64%	61%
At Meets Grade Level or Above	2021	36%	39%	38%	36%	36%	42%	-	-	-	29%	36%	33%	41%	31%	33%	29%
	2019	44%	46%	34%	27%	26%	45%	-	-	-	11%	26%	13%	35%	31%	27%	18%
At Masters Grade Level	2021	17%	19%	18%	18%	13%	25%	-	-	-	14%	17%	0%	18%	18%	14%	5%
	2019	22%	24%	17%	9%	12%	27%	-	-	-	0%	7%	0%	19%	13%	11%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	62%	71%	55%	68%	78%	-	-	-	57%	50%	83%	72%	69%	67%	64%
	2019	75%	77%	72%	55%	65%	82%	-	-	-	67%	59%	88%	74%	67%	67%	61%
At Meets Grade Level or Above	2021	36%	39%	49%	36%	47%	55%	-	-	-	29%	36%	50%	53%	38%	42%	45%
	2019	48%	51%	41%	27%	35%	53%	-	-	-	22%	30%	38%	44%	35%	33%	30%
At Masters Grade Level	2021	21%	24%	30%	18%	30%	34%	-	-	-	14%	26%	33%	36%	16%	24%	27%
	2019	28%	32%	25%	27%	18%	33%	-	-	-	22%	15%	38%	26%	20%	18%	15%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

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At Approaches Grade Level or Above	2021	53%	55%	62%	73%	61%	64%	-	-	-	57%	36%	83%	65%	56%	56%	56%
	2019	67%	68%	56%	55%	48%	67%	-	-	-	44%	41%	63%	58%	52%	49%	41%
At Meets Grade Level or Above	2021	27%	29%	26%	27%	23%	30%	-	-	-	29%	21%	17%	29%	19%	22%	25%
	2019	35%	38%	24%	27%	16%	34%	-	-	-	11%	22%	13%	24%	24%	17%	10%
At Masters Grade Level	2021	8%	9%	7%	0%	6%	9%	-	-	-	0%	5%	0%	7%	6%	4%	5%
	2019	11%	13%	4%	0%	2%	8%	-	-	-	0%	11%	13%	5%	1%	1%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	75%	73%	58%	66%	82%	-	*	-	100%	44%	75%	74%	68%	69%	57%
	2019	86%	87%	85%	92%	79%	92%	*	*	-	86%	74%	83%	89%	78%	81%	73%
At Meets Grade Level or Above	2021	46%	49%	49%	25%	40%	65%	-	*	-	80%	26%	75%	49%	49%	44%	30%
	2019	54%	57%	42%	38%	28%	58%	*	*	-	57%	22%	83%	43%	40%	34%	23%
At Masters Grade Level	2021	30%	32%	32%	17%	26%	40%	-	*	-	40%	15%	50%	34%	26%	29%	16%
	2019	29%	33%	22%	23%	13%	32%	*	*	-	29%	4%	17%	22%	20%	17%	11%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	72%	74%	58%	67%	86%	-	*	-	80%	50%	75%	72%	78%	69%	63%
	2019	90%	91%	93%	85%	91%	95%	*	*	-	100%	85%	100%	94%	91%	92%	88%
At Meets Grade Level or Above	2021	44%	47%	44%	25%	39%	57%	-	*	-	20%	29%	63%	44%	46%	38%	38%
	2019	58%	61%	56%	54%	52%	60%	*	*	-	86%	44%	67%	58%	52%	50%	44%
At Masters Grade Level	2021	25%	28%	24%	8%	20%	35%	-	*	-	0%	15%	38%	25%	24%	22%	16%
	2019	36%	40%	37%	31%	30%	44%	*	*	-	71%	26%	50%	40%	30%	32%	24%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	63%	69%	58%	63%	79%	-	*	-	80%	47%	88%	70%	65%	65%	59%
	2019	75%	75%	81%	92%	73%	90%	*	*	-	86%	70%	100%	84%	76%	77%	68%
At Meets Grade Level or Above	2021	31%	33%	29%	17%	25%	39%	-	*	-	20%	18%	50%	28%	32%	25%	21%
	2019	49%	50%	56%	54%	46%	66%	*	*	-	86%	41%	67%	57%	52%	51%	42%
At Masters Grade Level	2021	13%	14%	10%	0%	9%	12%	-	*	-	20%	12%	25%	10%	10%	10%	7%
	2019	24%	25%	26%	15%	18%	34%	*	*	-	43%	11%	67%	27%	23%	21%	20%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	64%	52%	31%	43%	66%	-	-	-	67%	27%	71%	51%	57%	50%	36%
	2019	68%	70%	64%	56%	61%	67%	-	*	*	*	33%	*	65%	60%	60%	55%

Texas Education Agency
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KAUFMAN ISD (129903) - KAUFMAN COUNTY

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At Meets Grade Level or Above	2021	32%	35%	23%	8%	17%	34%	-	-	-	11%	9%	43%	23%	22%	21%	10%
	2019	37%	41%	33%	33%	26%	40%	-	*	*	*	22%	*	34%	32%	29%	22%
At Masters Grade Level	2021	15%	17%	12%	0%	7%	20%	-	-	-	11%	6%	29%	12%	10%	8%	2%
	2019	18%	20%	11%	11%	9%	11%	-	*	*	*	0%	*	12%	9%	9%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	70%	75%	62%	69%	82%	-	-	-	100%	42%	86%	74%	76%	73%	66%
	2019	81%	83%	87%	83%	86%	89%	-	*	*	*	63%	*	89%	82%	85%	83%
At Meets Grade Level or Above	2021	36%	40%	39%	23%	31%	50%	-	-	-	44%	18%	71%	36%	49%	35%	27%
	2019	47%	51%	55%	50%	54%	57%	-	*	*	*	33%	*	57%	49%	49%	50%
At Masters Grade Level	2021	15%	18%	19%	8%	12%	29%	-	-	-	11%	12%	43%	17%	22%	14%	8%
	2019	21%	25%	26%	28%	24%	28%	-	*	*	*	11%	*	26%	26%	21%	22%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	70%	71%	70%	65%	78%	*	*	-	86%	43%	100%	72%	66%	68%	58%
	2019	76%	77%	71%	92%	66%	74%	*	*	-	*	30%	*	71%	68%	68%	58%
At Meets Grade Level or Above	2021	45%	47%	39%	20%	30%	51%	*	*	-	86%	14%	33%	39%	40%	35%	21%
	2019	49%	52%	37%	15%	29%	48%	*	*	-	*	20%	*	38%	34%	32%	22%
At Masters Grade Level	2021	25%	27%	21%	0%	11%	36%	*	*	-	29%	0%	17%	21%	21%	17%	9%
	2019	29%	32%	19%	8%	15%	25%	*	*	-	*	10%	*	19%	21%	15%	12%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	59%	63%	50%	56%	73%	*	*	-	86%	26%	83%	65%	59%	60%	50%
	2019	75%	77%	77%	100%	71%	80%	*	*	-	*	50%	*	77%	75%	75%	64%
At Meets Grade Level or Above	2021	27%	32%	32%	10%	24%	41%	*	*	-	71%	6%	33%	33%	28%	29%	16%
	2019	43%	46%	38%	31%	34%	42%	*	*	-	*	30%	*	39%	35%	36%	29%
At Masters Grade Level	2021	12%	16%	14%	0%	8%	21%	*	*	-	57%	3%	0%	15%	11%	11%	4%
	2019	17%	20%	13%	8%	11%	14%	*	*	-	*	15%	*	12%	16%	12%	14%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	64%	65%	80%	60%	70%	*	*	-	75%	18%	67%	66%	62%	63%	50%
	2019	70%	72%	67%	85%	62%	70%	*	*	-	*	30%	*	67%	66%	63%	52%
At Meets Grade Level or Above	2021	33%	36%	32%	40%	24%	39%	*	*	-	50%	6%	17%	32%	32%	28%	18%
	2019	42%	45%	31%	23%	25%	38%	*	*	-	*	20%	*	30%	35%	28%	24%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

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At Masters Grade Level	2021	10%	12%	8%	0%	4%	16%	*	*	-	0%	0%	17%	8%	8%	8%	3%
	2019	18%	21%	8%	15%	4%	9%	*	*	-	*	10%	*	8%	6%	7%	6%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	75%	77%	71%	75%	79%	-	-	*	*	44%	80%	77%	73%	72%	66%
	2019	86%	87%	87%	85%	82%	94%	*	*	*	100%	58%	*	89%	82%	86%	83%
At Meets Grade Level or Above	2021	46%	48%	44%	43%	39%	51%	-	-	*	*	20%	40%	47%	35%	41%	25%
	2019	55%	58%	49%	31%	42%	59%	*	*	*	57%	19%	*	48%	52%	42%	35%
At Masters Grade Level	2021	21%	23%	19%	29%	15%	22%	-	-	*	*	0%	20%	19%	17%	18%	8%
	2019	28%	31%	25%	23%	21%	30%	*	*	*	29%	0%	*	25%	23%	21%	15%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	62%	61%	67%	64%	56%	-	-	*	*	24%	80%	63%	54%	57%	61%
	2019	88%	90%	88%	85%	86%	90%	*	-	*	100%	52%	*	90%	81%	87%	90%
At Meets Grade Level or Above	2021	36%	36%	26%	33%	28%	21%	-	-	*	*	8%	60%	26%	25%	24%	26%
	2019	57%	60%	45%	54%	37%	53%	*	-	*	83%	24%	*	47%	41%	40%	38%
At Masters Grade Level	2021	11%	11%	3%	0%	3%	3%	-	-	*	*	4%	20%	2%	6%	3%	0%
	2019	17%	19%	9%	8%	8%	10%	*	-	*	17%	12%	*	9%	7%	8%	7%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	70%	74%	64%	72%	79%	-	-	*	*	28%	80%	77%	67%	71%	63%
	2019	81%	83%	84%	62%	77%	94%	*	*	*	100%	58%	*	86%	78%	80%	83%
At Meets Grade Level or Above	2021	43%	45%	46%	43%	38%	56%	-	-	*	*	12%	40%	48%	40%	42%	28%
	2019	51%	55%	51%	38%	37%	67%	*	*	*	86%	27%	*	52%	48%	43%	35%
At Masters Grade Level	2021	24%	26%	24%	21%	18%	31%	-	-	*	*	4%	0%	25%	19%	20%	13%
	2019	25%	29%	24%	15%	21%	29%	*	*	*	29%	4%	*	24%	25%	20%	18%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	60%	68%	50%	65%	73%	-	-	*	*	36%	100%	69%	62%	65%	53%
	2019	69%	72%	80%	69%	74%	87%	*	*	*	100%	62%	*	81%	77%	77%	79%
At Meets Grade Level or Above	2021	28%	31%	37%	29%	35%	40%	-	-	*	*	12%	60%	38%	32%	33%	29%
	2019	37%	41%	46%	38%	35%	58%	*	*	*	57%	35%	*	46%	45%	38%	36%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

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

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	14%	15%	15%	14%	12%	21%	-	-	*	*	4%	0%	16%	13%	13%	9%
	2019	21%	25%	25%	15%	21%	32%	*	*	*	14%	19%	*	25%	25%	19%	18%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	67%	66%	72%	63%	69%	*	*	-	67%	32%	*	63%	78%	63%	43%
	2019	68%	69%	67%	60%	63%	73%	*	-	-	58%	52%	83%	70%	56%	63%	42%
At Meets Grade Level or Above	2021	50%	51%	46%	44%	42%	51%	*	*	-	50%	23%	*	44%	53%	42%	24%
	2019	50%	52%	44%	20%	38%	55%	*	-	-	33%	26%	33%	45%	39%	38%	13%
At Masters Grade Level	2021	12%	14%	11%	6%	7%	15%	*	*	-	17%	18%	*	10%	13%	7%	2%
	2019	11%	14%	10%	7%	6%	14%	*	-	-	8%	3%	0%	10%	6%	5%	1%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	71%	68%	69%	61%	78%	*	-	*	88%	41%	*	71%	58%	62%	43%
	2019	68%	70%	67%	58%	60%	77%	*	100%	-	63%	20%	*	67%	69%	62%	44%
At Meets Grade Level or Above	2021	57%	58%	54%	69%	46%	63%	*	-	*	75%	27%	*	56%	47%	48%	27%
	2019	49%	52%	47%	37%	36%	59%	*	80%	-	50%	8%	*	47%	46%	38%	18%
At Masters Grade Level	2021	11%	13%	9%	0%	6%	14%	*	-	*	13%	9%	*	9%	8%	5%	0%
	2019	8%	10%	5%	5%	3%	5%	*	60%	-	13%	4%	*	5%	4%	4%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	74%	87%	89%	87%	88%	*	-	-	*	64%	*	87%	90%	87%	79%
	2019	85%	87%	90%	83%	91%	90%	*	*	-	71%	67%	100%	89%	92%	89%	88%
At Meets Grade Level or Above	2021	41%	44%	53%	33%	50%	59%	*	-	-	*	27%	*	52%	57%	53%	39%
	2019	61%	64%	66%	42%	65%	67%	*	*	-	71%	33%	80%	67%	61%	63%	48%
At Masters Grade Level	2021	23%	27%	27%	22%	22%	32%	*	-	-	*	23%	*	26%	32%	26%	16%
	2019	37%	42%	38%	33%	35%	45%	*	*	-	14%	22%	60%	41%	29%	34%	25%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	82%	82%	94%	79%	85%	*	*	-	*	63%	*	80%	90%	80%	61%
	2019	88%	89%	95%	78%	95%	96%	*	-	-	100%	93%	*	96%	92%	95%	91%
At Meets Grade Level or Above	2021	55%	56%	53%	63%	46%	60%	*	*	-	*	37%	*	48%	67%	48%	25%
	2019	62%	64%	63%	33%	60%	69%	*	-	-	56%	53%	*	63%	62%	61%	43%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

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

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	22%	24%	20%	6%	17%	24%	*	*	-	*	17%	*	20%	21%	16%	4%
	2019	25%	28%	23%	22%	19%	27%	*	-	-	22%	20%	*	24%	18%	16%	4%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	88%	88%	92%	84%	94%	*	-	-	*	75%	*	90%	80%	86%	71%
	2019	93%	93%	93%	87%	90%	97%	-	-	-	100%	78%	*	94%	89%	91%	84%
At Meets Grade Level or Above	2021	69%	69%	65%	50%	61%	73%	*	-	-	*	43%	*	68%	53%	59%	43%
	2019	73%	74%	60%	53%	54%	68%	-	-	-	60%	43%	*	62%	53%	54%	34%
At Masters Grade Level	2021	43%	44%	40%	33%	34%	49%	*	-	-	*	36%	*	43%	31%	31%	12%
	2019	45%	48%	30%	13%	23%	42%	-	-	-	20%	17%	*	32%	26%	24%	14%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	96%	89%	-	80%	95%	*	*	-	-	-	-	91%	*	73%	*
At Meets Grade Level or Above	2021	69%	73%	62%	-	53%	63%	*	*	-	-	-	-	63%	*	53%	*
At Masters Grade Level	2021	14%	20%	14%	-	13%	11%	*	*	-	-	-	-	11%	*	13%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	69%	70%	65%	66%	77%	61%	94%	100%	75%	42%	75%	71%	68%	67%	57%
	2019	78%	79%	78%	76%	74%	84%	79%	100%	100%	81%	56%	79%	80%	74%	75%	68%
At Meets Grade Level or Above	2021	41%	44%	41%	33%	35%	49%	50%	71%	20%	44%	22%	43%	42%	39%	36%	26%
	2019	50%	53%	46%	36%	38%	55%	50%	84%	50%	51%	29%	46%	47%	43%	39%	29%
At Masters Grade Level	2021	18%	21%	18%	11%	14%	24%	22%	29%	0%	17%	11%	19%	18%	16%	14%	8%
	2019	24%	26%	20%	15%	15%	25%	14%	60%	17%	22%	10%	26%	20%	17%	15%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	69%	67%	62%	62%	75%	43%	100%	*	71%	41%	72%	68%	67%	63%	52%
	2019	75%	76%	73%	71%	67%	79%	80%	100%	*	71%	46%	74%	74%	68%	69%	59%
At Meets Grade Level or Above	2021	45%	46%	42%	35%	35%	51%	43%	80%	*	50%	23%	46%	43%	39%	37%	24%
	2019	48%	51%	41%	27%	33%	52%	50%	83%	*	41%	22%	45%	41%	39%	34%	22%
At Masters Grade Level	2021	18%	20%	17%	10%	12%	24%	29%	60%	*	17%	9%	21%	17%	16%	13%	7%
	2019	21%	23%	15%	10%	11%	20%	20%	58%	*	18%	4%	14%	16%	14%	12%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	68%	71%	62%	67%	77%	83%	100%	*	75%	43%	77%	71%	69%	67%	62%
	2019	82%	84%	84%	83%	81%	88%	75%	100%	*	86%	62%	80%	85%	82%	82%	77%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

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

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	41%	39%	26%	34%	47%	50%	83%	*	40%	21%	51%	39%	38%	35%	30%
	2019	52%	55%	50%	43%	45%	56%	50%	86%	*	57%	32%	49%	52%	45%	44%	38%
At Masters Grade Level	2021	18%	20%	19%	11%	15%	25%	17%	33%	*	20%	13%	26%	19%	18%	15%	11%
	2019	26%	30%	24%	20%	20%	29%	0%	57%	*	29%	16%	34%	25%	21%	20%	17%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	60%	64%	76%	60%	68%	*	*	-	67%	28%	75%	66%	59%	60%	53%
	2019	68%	70%	61%	71%	55%	69%	*	*	-	50%	36%	58%	62%	59%	56%	47%
At Meets Grade Level or Above	2021	30%	33%	29%	33%	24%	35%	*	*	-	40%	14%	17%	31%	26%	25%	21%
	2019	38%	42%	27%	25%	20%	36%	*	*	-	17%	21%	8%	27%	29%	22%	18%
At Masters Grade Level	2021	9%	11%	7%	0%	5%	13%	*	*	-	0%	3%	8%	8%	7%	6%	4%
	2019	14%	17%	6%	8%	3%	9%	*	*	-	8%	11%	8%	7%	3%	4%	3%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	72%	76%	74%	71%	81%	*	*	*	92%	47%	71%	76%	75%	73%	61%
	2019	81%	83%	87%	77%	81%	93%	83%	*	*	96%	71%	100%	89%	81%	83%	78%
At Meets Grade Level or Above	2021	44%	45%	43%	43%	36%	53%	*	*	*	42%	22%	35%	42%	47%	39%	24%
	2019	54%	56%	56%	43%	47%	68%	50%	*	*	74%	38%	79%	57%	54%	51%	40%
At Masters Grade Level	2021	20%	22%	18%	10%	15%	23%	*	*	*	33%	11%	12%	19%	16%	16%	8%
	2019	25%	27%	24%	17%	19%	30%	17%	*	*	30%	10%	50%	25%	22%	19%	16%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	74%	78%	69%	74%	84%	*	-	*	86%	57%	89%	80%	70%	75%	60%
	2019	81%	82%	87%	79%	83%	92%	*	*	*	100%	69%	100%	88%	83%	84%	81%
At Meets Grade Level or Above	2021	49%	50%	51%	38%	48%	57%	*	-	*	43%	28%	44%	54%	42%	45%	34%
	2019	55%	58%	54%	46%	46%	63%	*	*	*	59%	39%	43%	55%	49%	47%	35%
At Masters Grade Level	2021	29%	30%	28%	23%	23%	36%	*	-	*	14%	21%	11%	30%	21%	21%	10%
	2019	33%	36%	28%	14%	22%	37%	*	*	*	18%	18%	43%	29%	25%	22%	16%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

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

	School Year	State	Region10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	62	64	55	62	68	-	-	-	50	44	81	63	67	61	62
	2018	63	64	60	65	58	63	*	*	-	50	60	50	61	58	58	59
Grade 4 Mathematics	2019	65	67	72	91	71	74	-	-	-	44	67	75	72	71	69	67
	2018	65	67	77	73	74	79	*	*	-	100	67	100	77	75	75	74
Grade 5 ELA/Reading	2019	81	83	85	88	85	85	*	*	-	83	98	75	84	87	84	84
	2018	80	82	83	72	84	83	-	*	-	*	90	75	83	81	81	85
Grade 5 Mathematics	2019	83	85	89	92	88	89	*	*	-	100	98	100	92	82	88	88
	2018	81	82	92	94	91	92	-	*	-	*	96	83	91	95	93	92
Grade 6 ELA/Reading	2019	42	46	39	44	35	40	-	*	*	*	39	*	37	44	38	30
	2018	47	50	47	46	46	47	*	*	-	*	38	*	48	43	45	44
Grade 6 Mathematics	2019	54	58	68	75	66	68	-	*	*	*	41	*	67	70	65	60
	2018	56	60	68	54	66	72	*	*	-	*	72	*	70	62	68	67
Grade 7 ELA/Reading	2019	77	78	73	62	72	74	*	*	-	*	55	*	71	79	71	70
	2018	76	77	75	79	81	69	*	-	*	64	67	*	75	73	74	82
Grade 7 Mathematics	2019	62	64	51	62	46	55	*	*	-	*	50	*	50	57	51	52
	2018	67	69	68	63	71	65	*	-	*	71	66	90	68	67	67	71
Grade 8 ELA/Reading	2019	77	78	79	73	81	78	*	-	*	79	66	*	80	76	80	80
	2018	79	80	76	78	75	77	*	-	-	78	65	*	77	71	76	71
Grade 8 Mathematics	2019	82	81	85	81	86	83	*	-	*	92	67	*	84	88	85	87
	2018	81	80	86	100	83	90	*	-	-	75	74	*	85	89	86	79
End of Course English II	2019	69	71	72	71	72	71	*	90	-	69	65	*	70	79	70	76
	2018	67	67	68	55	69	67	-	-	-	*	57	*	68	65	67	69
End of Course Algebra I	2019	75	78	76	71	75	78	*	-	-	71	56	80	77	70	74	70
	2018	72	75	72	29	71	75	*	-	-	85	45	*	74	66	70	69
All Grades Both Subjects	2019	69	71	71	71	70	72	63	93	*	74	62	69	70	72	69	68
	2018	69	71	72	67	72	73	68	80	*	77	68	83	73	71	71	71
All Grades ELA/Reading	2019	68	70	69	64	68	69	57	90	*	73	61	66	68	72	67	67
	2018	69	70	68	65	69	68	50	60	*	71	65	72	69	66	66	68
All Grades Mathematics	2019	70	72	73	78	72	74	69	100	*	74	63	73	73	73	71	70
	2018	70	72	77	69	76	78	85	100	*	83	70	94	77	75	76	75

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

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

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	69%	70%	59%	-	-	-	-	59%	51%	69%	51%	-	61%	74%	54%	87%
	2019	78%	79%	78%	*	*	-	-	-		58%	61%	58%		61%		58%	
At Meets Grade Level or Above	2021	41%	44%	41%	30%	-	-	-	-	30%	20%	13%	20%	-	18%	45%	23%	63%
	2019	50%	53%	46%	*	*	-	-	-		17%	21%	16%		13%		17%	
At Masters Grade Level	2021	18%	21%	18%	12%	-	-	-	-	12%	5%	0%	5%	-	0%	21%	7%	22%
	2019	24%	26%	20%	*	*	-	-	-		7%	10%	5%		5%		6%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	69%	67%	58%	-	-	-	-	58%	44%	71%	44%	-	46%	72%	49%	85%
	2019	75%	76%	73%	*	*	-	-	-		49%	59%	46%		43%		49%	
At Meets Grade Level or Above	2021	45%	46%	42%	30%	-	-	-	-	30%	17%	29%	16%	-	15%	47%	21%	62%
	2019	48%	51%	41%	*	*	-	-	-		10%	16%	9%		7%		10%	
At Masters Grade Level	2021	18%	20%	17%	11%	-	-	-	-	11%	2%	0%	2%	-	0%	21%	5%	16%
	2019	21%	23%	15%	*	*	-	-	-		5%	10%	3%		0%		4%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	68%	71%	61%	-	-	-	-	61%	58%	60%	58%	-	77%	74%	60%	88%
	2019	82%	84%	84%	*	*	-	-	-		72%	70%	72%		69%		72%	
At Meets Grade Level or Above	2021	37%	41%	39%	35%	-	-	-	-	35%	20%	0%	21%	-	23%	42%	26%	59%
	2019	52%	55%	50%	*	*	-	-	-		27%	26%	27%		15%		27%	
At Masters Grade Level	2021	18%	20%	19%	17%	-	-	-	-	17%	6%	0%	6%	-	0%	22%	10%	19%
	2019	26%	30%	24%	*	*	-	-	-		11%	15%	9%		8%		11%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	60%	64%	56%	-	-	-	-	56%	42%	-	42%	-	*	69%	49%	86%
	2019	68%	70%	61%	*	*	-	-	-		35%	42%	33%		*		35%	
At Meets Grade Level or Above	2021	30%	33%	29%	22%	-	-	-	-	22%	12%	-	12%	-	*	33%	17%	57%
	2019	38%	42%	27%	*	*	-	-	-		7%	13%	5%		*		6%	
At Masters Grade Level	2021	9%	11%	7%	4%	-	-	-	-	4%	4%	-	4%	-	*	9%	4%	5%
	2019	14%	17%	6%	*	*	-	-	-		0%	0%	0%		*		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	72%	76%	60%	-	-	-	-	60%	56%	*	56%	-	40%	80%	57%	94%
	2019	81%	83%	87%	-	-	-	-	-		69%	56%	75%		83%		69%	
At Meets Grade Level or Above	2021	44%	45%	43%	21%	-	-	-	-	21%	22%	*	23%	-	0%	49%	21%	63%
	2019	54%	56%	56%	-	-	-	-	-		27%	23%	29%		33%		28%	
At Masters Grade Level	2021	20%	22%	18%	6%	-	-	-	-	6%	5%	*	5%	-	0%	21%	5%	32%
	2019	25%	27%	24%	-	-	-	-	-		9%	4%	12%		17%		9%	
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

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

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	74%	78%	-	-	-	-	-	-	56%	*	56%	-	-	82%	56%	86%
	2019	81%	82%	87%	-	-	-	-	-	-	73%	-	73%	-	*		73%	
At Meets Grade Level or Above	2021	49%	50%	51%	-	-	-	-	-	-	31%	*	32%	-	-	53%	31%	73%
	2019	55%	58%	54%	-	-	-	-	-	-	13%	-	13%	-	*		13%	
At Masters Grade Level	2021	29%	30%	28%	-	-	-	-	-	-	9%	*	9%	-	-	31%	9%	38%
	2019	33%	36%	28%	-	-	-	-	-	-	3%	-	3%	-	*		3%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

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

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	92%	99%	98%	99%	98%	100%	94%	100%	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	83%	87%	94%	93%	94%	95%	82%	94%	100%	100%	95%	92%	97%	86%	95%	93%
Not Included in Accountability: Mobile	3%	3%	3%	6%	3%	4%	18%	0%	0%	0%	2%	6%	1%	10%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	0%	0%	0%	0%	1%	2%	0%	3%	1%	4%
Not Tested	12%	8%	1%	2%	1%	2%	0%	6%	0%	0%	2%	0%	1%	1%	1%	0%
Absent	2%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	10%	7%	1%	2%	1%	1%	0%	6%	0%	0%	2%	0%	1%	1%	1%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	89%	95%	95%	100%	100%	100%	97%	92%	96%	97%	87%	95%	94%
Not Included in Accountability: Mobile	4%	4%	4%	11%	3%	5%	0%	0%	0%	3%	6%	2%	2%	10%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	0%	0%	0%	1%	2%	0%	2%	1%	2%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.3%	98.4%	98.4%	98.6%	98.2%	98.5%	99.7%	*	98.5%	98.2%	98.4%	98.7%
2018-19	95.4%	95.7%	95.4%	95.1%	95.9%	94.8%	96.4%	97.0%	*	95.5%	94.5%	95.2%	96.1%
Chronic Absenteeism													
2019-20	6.7%	6.4%	8.1%	10.1%	6.4%	9.8%	5.6%	0.0%	0.0%	10.1%	10.4%	8.1%	5.3%
2018-19	11.4%	10.3%	11.4%	17.8%	8.9%	13.4%	5.0%	5.9%	*	12.7%	16.4%	12.3%	8.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.2%	0.2%	0.0%	0.2%	0.2%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
2018-19	1.9%	2.4%	0.3%	0.0%	0.4%	0.3%	0.0%	0.0%	-	0.0%	0.0%	0.4%	1.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	87.7%	98.6%	100.0%	97.7%	99.2%	-	-	-	*	100.0%	98.3%	91.3%
Received TxCHSE	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	5.4%	0.4%	0.0%	0.8%	0.0%	-	-	-	*	0.0%	0.6%	0.0%
Dropped Out	5.4%	6.6%	1.1%	0.0%	1.5%	0.8%	-	-	-	*	0.0%	1.1%	8.7%
Graduates and TxCHSE	90.7%	88.0%	98.6%	100.0%	97.7%	99.2%	-	-	-	*	100.0%	98.3%	91.3%
Graduates, TxCHSE, and Continuers	94.6%	93.4%	98.9%	100.0%	98.5%	99.2%	-	-	-	*	100.0%	98.9%	91.3%
Class of 2019													
Graduated	90.0%	88.4%	98.5%	100.0%	98.6%	98.7%	*	*	-	85.7%	96.9%	97.4%	95.5%
Received TxCHSE	0.5%	0.3%	0.3%	0.0%	0.0%	0.7%	*	*	-	0.0%	0.0%	0.5%	4.5%
Continued HS	3.7%	4.6%	1.2%	0.0%	1.4%	0.7%	*	*	-	14.3%	3.1%	2.1%	0.0%
Dropped Out	5.9%	6.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.4%	88.7%	98.8%	100.0%	98.6%	99.3%	*	*	-	85.7%	96.9%	97.9%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	93.4%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	90.6%	99.7%	100.0%	100.0%	99.3%	*	*	-	100.0%	100.0%	99.5%	95.5%
Received TxCHSE	0.5%	0.4%	0.3%	0.0%	0.0%	0.7%	*	*	-	0.0%	0.0%	0.5%	4.5%
Continued HS	1.3%	1.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	7.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.6%	91.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	92.8%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	91.3%	98.1%	100.0%	95.8%	99.3%	*	*	-	*	93.8%	97.2%	80.0%
Received TxCHSE	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	1.4%	0.4%	0.0%	1.0%	0.0%	*	*	-	*	0.0%	0.7%	10.0%
Dropped Out	6.1%	6.9%	1.5%	0.0%	3.1%	0.7%	*	*	-	*	6.3%	2.1%	10.0%
Graduates and TxCHSE	92.8%	91.7%	98.1%	100.0%	95.8%	99.3%	*	*	-	*	93.8%	97.2%	80.0%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	98.5%	100.0%	96.9%	99.3%	*	*	-	*	93.8%	97.9%	90.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	91.9%	98.5%	100.0%	96.9%	99.3%	*	*	-	*	93.8%	97.9%	90.0%
Received TxCHSE	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	0.6%	0.7%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	6.9%	1.5%	0.0%	3.1%	0.7%	*	*	-	*	6.3%	2.1%	10.0%
Graduates and TxCHSE	93.3%	92.4%	98.5%	100.0%	96.9%	99.3%	*	*	-	*	93.8%	97.9%	90.0%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	98.5%	100.0%	96.9%	99.3%	*	*	-	*	93.8%	97.9%	90.0%
Class of 2017													
Graduated	92.4%	92.3%	97.0%	100.0%	98.9%	95.8%	-	*	-	80.0%	92.3%	94.6%	87.5%
Received TxCHSE	0.7%	0.6%	0.9%	0.0%	0.0%	1.7%	-	*	-	0.0%	0.0%	1.6%	0.0%
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	6.5%	2.1%	0.0%	1.1%	2.5%	-	*	-	20.0%	7.7%	3.9%	12.5%
Graduates and TxCHSE	93.2%	92.9%	97.9%	100.0%	98.9%	97.5%	-	*	-	80.0%	92.3%	96.1%	87.5%
Graduates, TxCHSE, and Continuers	93.7%	93.5%	97.9%	100.0%	98.9%	97.5%	-	*	-	80.0%	92.3%	96.1%	87.5%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	87.7%	98.2%	100.0%	97.7%	98.4%	-	-	-	*	91.7%	98.3%	91.3%
Class of 2019	90.0%	88.4%	97.9%	95.7%	97.9%	98.7%	*	*	-	85.7%	91.2%	96.4%	95.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	76.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	5.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Class of 2019	4.2%	5.1%	0.9%	0.0%	1.4%	0.7%	*	*	-	0.0%	0.0%	1.1%	4.8%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	80.4%	97.1%	90.0%	96.9%	98.3%	-	-	-	*	36.4%	95.5%	90.5%
Class of 2019	83.5%	82.7%	93.1%	81.8%	93.6%	93.8%	*	*	-	100.0%	20.8%	91.5%	85.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	85.6%	97.1%	90.0%	96.9%	98.3%	-	-	-	*	36.4%	95.5%	90.5%
Class of 2019	87.6%	87.8%	94.0%	81.8%	95.0%	94.5%	*	*	-	100.0%	20.8%	92.6%	90.5%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	50.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	22.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	5.3%	1.0%	0.0%	0.8%	0.0%	-	*	-	28.6%	0.0%	1.5%	5.0%
2018-19	4.4%	6.0%	1.2%	0.0%	2.1%	0.7%	*	*	-	*	0.0%	1.1%	4.2%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	78.7%	94.0%	89.5%	95.5%	94.4%	-	*	-	71.4%	31.3%	92.0%	85.0%
2018-19	82.1%	80.9%	92.9%	85.7%	91.5%	94.7%	*	*	-	*	14.3%	91.5%	83.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	83.7%	95.0%	89.5%	96.2%	94.4%	-	*	-	100.0%	31.3%	93.5%	90.0%
2018-19	85.9%	86.3%	94.1%	85.7%	93.6%	95.4%	*	*	-	*	14.3%	92.6%	87.5%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	301	100.0%	360,220	100.0%
By Ethnicity:				
African American	19	6.3%	44,729	12.4%
Hispanic	132	43.9%	184,060	51.1%
White	142	47.2%	105,215	29.2%
American Indian	0	0.0%	1,226	0.3%
Asian	1	0.3%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	7	2.3%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	15	5.0%	49,535	13.8%
Foundation H.S. Program (Endorsement)	3	1.0%	15,689	4.4%
Foundation H.S. Program (DLA)	283	94.0%	292,532	81.2%
Special Education Graduates	16	5.3%	29,018	8.1%
Economically Disadvantaged Graduates	200	66.4%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	20	6.6%	29,639	8.2%
At-Risk Graduates	233	77.4%	148,836	41.3%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	62.8%	87.7%	73.7%	88.6%	88.0%	-	*	-	100.0%	81.3%	89.5%	90.0%
2018-19	72.9%	71.2%	93.3%	92.9%	93.8%	92.9%	*	*	-	90.0%	89.3%	94.2%	89.6%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	55.1%	82.7%	68.4%	85.6%	81.0%	-	*	-	100.0%	25.0%	83.5%	75.0%
2018-19	53.0%	53.0%	81.8%	81.0%	81.9%	81.2%	*	*	-	80.0%	25.0%	82.1%	70.8%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	60.0%	90.7%	78.9%	89.4%	93.0%	-	*	-	100.0%	37.5%	90.5%	80.0%
2018-19	60.7%	61.0%	88.1%	85.7%	86.8%	89.6%	*	*	-	80.0%	28.6%	87.9%	75.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	47.6%	77.4%	84.2%	85.6%	68.3%	-	*	-	85.7%	18.8%	80.5%	75.0%
2018-19	48.6%	46.9%	79.6%	81.0%	81.3%	77.9%	*	*	-	80.0%	32.1%	78.4%	70.8%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	43.8%	74.1%	68.4%	82.6%	66.2%	-	*	-	85.7%	18.8%	78.5%	75.0%
2018-19	44.2%	43.7%	76.9%	81.0%	78.5%	74.7%	*	*	-	80.0%	25.0%	76.8%	70.8%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	27.0%	5.6%	0.0%	3.8%	8.5%	-	*	-	0.0%	0.0%	3.5%	0.0%
2018-19	21.1%	26.6%	5.5%	0.0%	6.9%	5.2%	*	*	-	0.0%	0.0%	6.3%	4.2%
Associate Degree (Annual Graduates)													
2019-20	2.1%	2.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	1.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	23.1%	28.2%	5.3%	17.4%	40.1%	-	*	-	42.9%	6.3%	19.0%	0.0%
2018-19	23.1%	20.2%	23.1%	9.5%	17.4%	29.9%	*	*	-	20.0%	0.0%	15.3%	4.2%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	3.7%	3.3%	0.0%	6.1%	1.4%	-	*	-	0.0%	0.0%	4.0%	0.0%
2018-19	2.3%	1.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	14.9%	18.6%	10.5%	17.4%	21.1%	-	*	-	14.3%	81.3%	16.5%	30.0%
2018-19	40.4%	36.6%	53.3%	52.4%	54.5%	51.9%	*	*	-	50.0%	82.1%	53.7%	52.1%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	8.9%	15.0%	0.0%	14.4%	17.6%	-	*	-	14.3%	12.5%	12.5%	15.0%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	7.2%	10.3%	4.8%	10.4%	9.7%	*	*	-	0.0%	10.7%	10.5%	8.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.9%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.6%	3.0%	5.3%	2.3%	3.5%	-	*	-	0.0%	50.0%	4.5%	10.0%
2018-19	2.3%	2.3%	4.9%	9.5%	5.6%	3.9%	*	*	-	0.0%	57.1%	6.3%	12.5%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	3.8%	1.7%	5.3%	1.5%	1.4%	-	*	-	0.0%	31.3%	1.0%	10.0%
2018-19	2.7%	2.9%	0.9%	0.0%	0.0%	1.9%	*	*	-	0.0%	10.7%	1.1%	0.0%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	25.3%	56.5%	42.1%	43.2%	70.4%	-	*	-	57.1%	6.3%	49.0%	5.0%
	2018-19	33.4%	27.5%	59.3%	42.9%	52.8%	67.5%	*	*	-	40.0%	3.6%	52.6%	12.5%
Mathematics	2019-20	21.2%	16.6%	25.6%	21.1%	22.0%	28.9%	-	*	-	28.6%	0.0%	25.0%	0.0%
	2018-19	24.7%	18.3%	35.6%	28.6%	34.0%	37.7%	*	*	-	20.0%	0.0%	31.6%	12.5%
Both Subjects	2019-20	16.4%	12.8%	22.3%	21.1%	19.7%	23.9%	-	*	-	28.6%	0.0%	21.5%	0.0%
	2018-19	18.8%	13.6%	32.5%	19.0%	29.2%	37.0%	*	*	-	20.0%	0.0%	27.4%	4.2%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	5.1%	46.2%	63.2%	59.8%	31.0%	-	*	-	57.1%	31.3%	55.5%	80.0%
	2018-19	5.1%	3.6%	46.5%	66.7%	51.4%	39.6%	*	*	-	60.0%	25.0%	54.7%	70.8%
Mathematics	2019-20	9.7%	6.8%	57.5%	73.7%	68.9%	43.7%	-	*	-	85.7%	18.8%	64.0%	75.0%
	2018-19	7.3%	4.2%	55.0%	71.4%	58.3%	50.6%	*	*	-	60.0%	32.1%	61.1%	70.8%
Both Subjects	2019-20	4.2%	3.0%	39.5%	47.4%	55.3%	23.2%	-	*	-	57.1%	18.8%	48.5%	75.0%
	2018-19	2.6%	1.5%	38.6%	61.9%	42.4%	31.8%	*	*	-	60.0%	21.4%	46.8%	66.7%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	27.5%	3.6%	0.0%	4.6%	3.4%	*	0.0%	-	0.0%	0.0%	3.6%	0.0%
	2019	25.2%	31.3%	5.2%	0.0%	5.4%	5.3%	*	*	-	0.0%	0.0%	5.8%	0.0%
English Language Arts	2020	12.7%	16.7%	1.0%	0.0%	1.5%	0.8%	*	0.0%	-	0.0%	0.0%	1.3%	0.0%
	2019	14.5%	19.0%	1.6%	0.0%	2.3%	0.8%	*	*	-	0.0%	0.0%	2.3%	0.0%
Mathematics	2020	6.4%	9.2%	0.7%	0.0%	0.4%	1.1%	*	0.0%	-	0.0%	0.0%	0.3%	0.0%
	2019	7.4%	10.2%	1.4%	0.0%	1.6%	1.1%	*	*	-	0.0%	0.0%	1.5%	0.0%
Science	2020	9.4%	12.1%	1.0%	0.0%	0.8%	1.5%	*	0.0%	-	0.0%	0.0%	0.8%	0.0%
	2019	10.4%	13.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Social Studies	2020	12.4%	15.5%	1.2%	0.0%	1.1%	1.5%	*	0.0%	-	0.0%	0.0%	1.0%	0.0%
	2019	13.9%	17.4%	2.4%	0.0%	1.6%	3.4%	*	*	-	0.0%	0.0%	2.6%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	62.6%	57.1%	-	66.7%	44.4%	-	-	-	-	-	57.1%	-
	2019	51.0%	54.4%	46.7%	-	57.1%	42.9%	-	*	-	-	-	45.0%	-
English Language Arts	2020	50.1%	53.8%	33.3%	-	*	*	-	-	-	-	-	20.0%	-
	2019	41.2%	44.3%	11.1%	-	0.0%	*	-	*	-	-	-	12.5%	-
Mathematics	2020	56.5%	62.7%	*	-	*	*	-	-	-	-	-	*	-
	2019	52.2%	58.1%	25.0%	-	*	*	-	*	-	-	-	0.0%	-
Science	2020	47.6%	51.0%	50.0%	-	*	*	-	-	-	-	-	*	-
	2019	40.6%	44.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	57.4%	42.9%	-	*	*	-	-	-	-	-	*	-
	2019	46.3%	51.2%	35.7%	-	*	33.3%	-	*	-	-	-	33.3%	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	81.5%	54.2%	63.2%	39.4%	66.2%	-	*	-	42.9%	12.5%	44.9%	20.0%
	2018-19	75.0%	80.5%	39.2%	52.4%	32.6%	41.6%	*	*	-	60.0%	7.1%	31.4%	16.0%
At/Above Criterion for All Examinees	2019-20	35.7%	40.2%	22.7%	8.3%	21.2%	25.5%	-	*	-	*	*	16.9%	*
	2018-19	36.1%	40.1%	35.7%	9.1%	34.0%	42.2%	*	*	-	*	*	35.0%	*
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1035	975	918	925	1009	-	*	-	*	*	930	*
	2018-19	1027	1039	1019	881	1012	1049	-	*	-	*	*	1009	*
English Language Arts and Writing	2019-20	513	520	504	468	468	528	-	*	-	*	*	476	*
	2018-19	517	521	518	442	508	539	-	*	-	*	*	509	*
Mathematics	2019-20	506	515	472	450	458	482	-	*	-	*	*	454	*
	2018-19	510	518	502	439	504	511	-	*	-	*	*	500	*
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	21	20	*	*	20	-	-	-	-	*	17	-
	2018-19	21	21	20	14	20	21	*	*	-	-	*	19	*
English Language Arts	2019-20	20	20	21	*	*	21	-	-	-	-	*	16	-
	2018-19	20	20	20	13	20	21	*	*	-	-	*	19	*
Mathematics	2019-20	20	21	19	*	*	19	-	-	-	-	*	16	-
	2018-19	20	21	20	15	19	21	*	*	-	-	*	19	*
Science	2019-20	21	21	21	*	*	21	-	-	-	-	*	18	-
	2018-19	21	21	21	15	21	22	*	*	-	-	*	20	*

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	49.4%	39.1%	41.7%	35.5%	42.9%	11.1%	100.0%	*	27.3%	15.6%	34.4%	17.4%
	2018-19	44.6%	47.2%	35.7%	40.9%	28.9%	40.9%	33.3%	100.0%	-	28.6%	11.0%	29.4%	10.0%
English Language Arts	2019-20	18.2%	18.6%	13.1%	6.9%	8.5%	18.1%	11.1%	80.0%	*	9.5%	2.4%	9.4%	0.0%
	2018-19	17.8%	18.5%	12.9%	7.8%	8.7%	17.1%	16.7%	42.9%	-	15.8%	1.1%	8.1%	0.0%
Mathematics	2019-20	20.7%	22.2%	10.3%	3.8%	7.2%	13.4%	11.1%	100.0%	*	10.0%	1.2%	8.1%	0.0%
	2018-19	20.4%	22.0%	13.0%	11.7%	11.1%	14.9%	0.0%	42.9%	-	5.9%	1.2%	9.7%	3.1%
Science	2019-20	22.4%	23.9%	21.4%	24.1%	21.4%	21.3%	0.0%	60.0%	*	21.1%	6.4%	20.4%	13.1%
	2018-19	21.7%	22.7%	17.2%	30.0%	13.9%	19.1%	16.7%	25.0%	-	10.0%	6.7%	15.4%	4.3%
Social Studies	2019-20	24.6%	27.7%	18.4%	6.3%	14.0%	24.2%	11.1%	80.0%	*	5.3%	1.4%	13.1%	0.0%
	2018-19	23.6%	27.0%	19.9%	14.3%	14.6%	24.9%	20.0%	71.4%	-	11.8%	1.2%	13.5%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	52.0%	85.0%	94.7%	82.6%	86.6%	-	*	-	71.4%	87.5%	83.5%	95.0%
	2018-19	59.0%	60.0%	89.1%	95.2%	89.6%	87.7%	*	*	-	100.0%	89.3%	87.4%	66.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	53.9%	47.4%	47.6%	43.8%	48.7%	*	*	-	80.0%	21.4%	38.7%	24.0%
	2017-18	53.4%	53.9%	44.0%	44.4%	39.2%	47.8%	*	*	-	*	22.6%	34.9%	20.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	41.5%	37.4%	0.0%	33.3%	41.2%	*	*	-	*	*	43.6%	*
	2017-18	60.7%	57.3%	54.0%	25.0%	42.1%	62.5%	*	*	-	*	28.6%	41.2%	*

Texas Education Agency
2020-21 Student Information (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	4,014	100.0%	5,359,040	100.0%	4,025	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	10	0.2%	13,855	0.3%	11	0.3%	20,991	0.4%
Pre-Kindergarten	171	4.3%	196,560	3.7%	173	4.3%	197,093	3.7%
Kindergarten	266	6.6%	360,865	6.7%	266	6.6%	361,349	6.7%
Grade 1	273	6.8%	380,973	7.1%	274	6.8%	381,403	7.1%
Grade 2	292	7.3%	379,725	7.1%	292	7.3%	380,122	7.1%
Grade 3	267	6.7%	380,802	7.1%	267	6.6%	381,135	7.1%
Grade 4	266	6.6%	385,090	7.2%	266	6.6%	385,364	7.2%
Grade 5	282	7.0%	395,436	7.4%	282	7.0%	395,649	7.4%
Grade 6	328	8.2%	414,197	7.7%	328	8.1%	414,357	7.7%
Grade 7	334	8.3%	421,222	7.9%	334	8.3%	421,347	7.8%
Grade 8	319	7.9%	422,386	7.9%	320	8.0%	422,505	7.9%
Grade 9	325	8.1%	436,396	8.1%	328	8.1%	436,523	8.1%
Grade 10	329	8.2%	420,502	7.8%	330	8.2%	420,705	7.8%
Grade 11	270	6.7%	388,143	7.2%	271	6.7%	388,443	7.2%
Grade 12	282	7.0%	362,888	6.8%	283	7.0%	364,600	6.8%
Ethnic Distribution:								
African American	179	4.5%	680,285	12.7%	179	4.4%	681,401	12.7%
Hispanic	2,045	50.9%	2,835,771	52.9%	2,050	50.9%	2,840,982	52.9%
White	1,657	41.3%	1,418,789	26.5%	1,662	41.3%	1,424,251	26.5%
American Indian	18	0.4%	18,712	0.3%	18	0.4%	18,755	0.3%
Asian	17	0.4%	253,856	4.7%	17	0.4%	254,163	4.7%
Pacific Islander	5	0.1%	8,259	0.2%	5	0.1%	8,271	0.2%
Two or More Races	93	2.3%	143,368	2.7%	94	2.3%	143,763	2.7%
Sex:								
Female	1,956	48.7%	2,620,239	48.9%	1,957	48.6%	2,624,722	48.9%
Male	2,058	51.3%	2,738,801	51.1%	2,068	51.4%	2,746,864	51.1%
Economically Disadvantaged	3,021	75.3%	3,229,178	60.3%	3,029	75.3%	3,233,417	60.2%
Non-Educationally Disadvantaged	993	24.7%	2,129,862	39.7%	996	24.7%	2,138,169	39.8%
Section 504 Students	305	7.6%	387,490	7.2%	305	7.6%	387,622	7.2%
EB Students/EL	877	21.8%	1,108,207	20.7%	880	21.9%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	104	2.4%	66,833	1.2%				
Students w/ Dyslexia	217	5.4%	241,070	4.5%	217	5.4%	241,197	4.5%
Foster Care	29	0.7%	17,033	0.3%	29	0.7%	17,090	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	40	1.0%	57,709	1.1%	40	1.0%	57,811	1.1%
Immigrant	0	0.0%	108,025	2.0%	0	0.0%	108,092	2.0%
Migrant	0	0.0%	16,657	0.3%	0	0.0%	16,733	0.3%
Title I	1,827	45.5%	3,457,855	64.5%	1,831	45.5%	3,464,887	64.5%
Military Connected	27	0.7%	144,596	2.7%	27	0.7%	144,683	2.7%
At-Risk	2,113	52.6%	2,634,284	49.2%	2,119	52.6%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	851	21.2%	1,123,936	21.0%	854	21.2%	1,124,413	20.9%
Gifted and Talented Education	253	6.3%	443,781	8.3%	253	6.3%	443,849	8.3%
Special Education	460	11.5%	595,885	11.1%	467	11.6%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	460		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	135	29.3%	253,352	42.5%				
Students with Physical Disabilities	187	40.7%	127,106	21.3%				
Students with Autism	**	**	83,737	14.1%				
Students with Behavioral Disabilities	93	20.2%	122,624	20.6%				
Students with Non-Categorical Early Childhood	*	*	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	448	11.6%	726,083	13.8%				
By Ethnicity:								
African American	31	0.8%	148,832	2.8%				
Hispanic	172	4.5%	372,491	7.1%				
White	232	6.0%	160,748	3.1%				
American Indian	2	0.1%	2,944	0.1%				
Asian	1	0.0%	18,370	0.4%				
Pacific Islander	1	0.0%	1,484	0.0%				
Two or More Races	9	0.2%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	57	13.3%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	62	8.4%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	313	10.9%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	325	11.3%	700,130	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.3%	1.4%	4.4%	4.8%
Grade 1	0.9%	1.9%	0.0%	3.2%
Grade 2	0.5%	1.0%	0.0%	1.4%
Grade 3	0.0%	0.5%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.2%	0.0%	0.3%
Grade 7	0.0%	0.3%	0.0%	0.3%
Grade 8	0.0%	0.2%	0.0%	0.4%
Grade 9	1.3%	4.7%	0.0%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	1	0.1%	6,039	0.2%

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

Class Size Information	District	State
Elementary:		
Kindergarten	19.8	17.7
Grade 1	17.8	18.0
Grade 2	17.7	18.0
Grade 3	18.9	18.2
Grade 4	18.8	18.3
Grade 5	19.0	19.8
Grade 6	23.6	19.4
Secondary:		
English/Language Arts	15.1	15.7
Foreign Languages	20.7	17.8
Mathematics	18.2	16.9
Science	20.1	17.9
Social Studies	20.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	522.8	100.0%	745,316.3	100.0%
Professional Staff:	336.3	64.3%	479,219.1	64.3%
Teachers	271.7	52.0%	369,395.4	49.6%
Professional Support	37.9	7.3%	78,787.8	10.6%
Campus Administration (School Leadership)	18.0	3.4%	22,378.5	3.0%
Central Administration	8.7	1.7%	8,657.4	1.2%
Educational Aides:	94.5	18.1%	79,348.7	10.6%
Auxiliary Staff:	92.0	17.6%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	9.0	n/a	13,211.0	n/a
Part-time Counselors	2.0	n/a	1,126.0	n/a
Total Minority Staff:	117.3	22.4%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	5.0	1.8%	41,186.3	11.1%
Hispanic	29.0	10.7%	104,985.0	28.4%
White	235.2	86.6%	210,367.3	56.9%
American Indian	0.5	0.2%	1,261.0	0.3%
Asian	1.0	0.4%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	1.0	0.4%	4,320.9	1.2%
Teachers by Sex:				
Males	61.9	22.8%	88,006.1	23.8%
Females	209.8	77.2%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	0.4%	4,422.7	1.2%
Bachelors	215.1	79.2%	269,818.0	73.0%
Masters	54.6	20.1%	92,432.5	25.0%
Doctorate	1.0	0.4%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	9.7	3.6%	24,880.4	6.7%
1-5 Years Experience	61.0	22.4%	102,753.7	27.8%
6-10 Years Experience	45.1	16.6%	74,854.8	20.3%
11-20 Years Experience	84.3	31.0%	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	61.2	22.5%	47,975.4	13.0%
Over 30 Years Experience	10.5	3.9%	11,278.0	3.1%
Number of Students per Teacher	14.8	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.7	6.4
Average Years Experience of Principals with District	3.7	5.5
Average Years Experience of Assistant Principals	4.6	5.5
Average Years Experience of Assistant Principals with District	3.1	4.8
Average Years Experience of Teachers:	13.5	11.2
Average Years Experience of Teachers with District:	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$52,478	\$50,849
1-5 Years Experience	\$50,736	\$53,288
6-10 Years Experience	\$52,903	\$56,282
11-20 Years Experience	\$56,896	\$59,900
21-30 Years Experience	\$63,222	\$64,637
Over 30 Years Experience	\$65,983	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$56,470	\$57,641
Professional Support	\$65,832	\$68,030
Campus Administration (School Leadership)	\$75,532	\$83,424
Central Administration	\$124,570	\$109,662
Instructional Staff Percent:	74.6%	64.6%
Turnover Rate for Teachers:	12.3%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	6.6	2.4%	22,870.6	6.2%
Career and Technical Education	17.4	6.4%	18,987.7	5.1%
Compensatory Education	22.0	8.1%	10,226.9	2.8%
Gifted and Talented Education	0.3	0.1%	6,558.4	1.8%
Regular Education	197.1	72.6%	262,447.1	71.0%
Special Education	13.8	5.1%	34,862.5	9.4%
Other	14.4	5.3%	13,442.2	3.6%

- Indicates there are no students in the group.

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

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

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

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

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: KAUFMAN ISD

Campus Name: KAUFMAN H S

Campus Number: 129903001

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	66%	66%	72%	63%	69%	*	*	-	67%	32%	*	63%	79%	64%	43%
	2019	68%	67%	67%	57%	63%	75%	*	-	-	64%	52%	83%	70%	57%	64%	43%
At Meets Grade Level or Above	2021	50%	46%	47%	44%	42%	53%	*	*	-	50%	23%	*	45%	56%	43%	24%
	2019	50%	44%	44%	21%	38%	56%	*	-	-	36%	26%	33%	46%	40%	38%	13%
At Masters Grade Level	2021	12%	11%	11%	6%	7%	15%	*	*	-	17%	18%	*	10%	14%	7%	2%
	2019	11%	10%	10%	7%	6%	15%	*	-	-	9%	3%	0%	11%	7%	5%	1%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	68%	69%	69%	62%	79%	*	-	*	88%	43%	*	71%	60%	63%	44%
	2019	68%	67%	68%	59%	60%	77%	*	100%	-	71%	20%	*	68%	67%	62%	45%
At Meets Grade Level or Above	2021	57%	54%	55%	69%	47%	64%	*	-	*	75%	29%	*	56%	50%	48%	27%
	2019	49%	47%	47%	41%	36%	60%	*	80%	-	57%	8%	*	47%	46%	39%	19%
At Masters Grade Level	2021	11%	9%	9%	0%	6%	15%	*	-	*	13%	10%	*	9%	10%	6%	0%
	2019	8%	5%	6%	6%	3%	6%	*	60%	-	14%	4%	*	6%	5%	4%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	87%	84%	88%	84%	83%	*	-	-	*	64%	*	83%	89%	83%	76%
	2019	85%	90%	87%	82%	89%	86%	*	-	-	80%	65%	*	86%	90%	88%	86%
At Meets Grade Level or Above	2021	41%	53%	42%	25%	42%	45%	*	-	-	*	27%	*	40%	53%	42%	33%
	2019	61%	66%	58%	36%	60%	57%	*	-	-	80%	31%	*	59%	55%	58%	40%
At Masters Grade Level	2021	23%	27%	18%	19%	18%	16%	*	-	-	*	23%	*	16%	25%	18%	10%
	2019	37%	38%	29%	27%	28%	33%	*	-	-	0%	19%	*	30%	26%	28%	16%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	82%	83%	94%	79%	85%	*	*	-	*	66%	*	80%	92%	80%	61%
	2019	88%	95%	96%	75%	95%	98%	*	-	-	100%	93%	*	97%	94%	96%	91%
At Meets Grade Level or Above	2021	55%	53%	53%	63%	46%	60%	*	*	-	*	38%	*	49%	68%	48%	25%
	2019	62%	63%	65%	38%	61%	71%	*	-	-	63%	53%	*	65%	64%	63%	43%
At Masters Grade Level	2021	22%	20%	20%	6%	17%	25%	*	*	-	*	17%	*	20%	21%	16%	4%
	2019	25%	23%	23%	25%	19%	28%	*	-	-	25%	20%	*	25%	19%	17%	4%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	88%	89%	91%	84%	96%	*	-	-	*	77%	*	90%	84%	87%	73%
	2019	93%	93%	93%	86%	90%	97%	-	-	-	100%	78%	*	93%	91%	91%	84%
At Meets Grade Level or Above	2021	69%	65%	67%	45%	61%	76%	*	-	-	*	46%	*	69%	57%	60%	44%
	2019	73%	60%	61%	57%	55%	68%	-	-	-	56%	43%	*	63%	54%	55%	34%
At Masters Grade Level	2021	43%	40%	41%	27%	34%	52%	*	-	-	*	38%	*	42%	35%	31%	13%
	2019	45%	30%	31%	14%	23%	42%	-	-	-	22%	17%	*	32%	26%	25%	14%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	89%	89%	-	80%	95%	*	*	-	-	-	-	91%	*	73%	*
At Meets Grade Level or Above	2021	69%	62%	62%	-	53%	63%	*	*	-	-	-	-	63%	*	53%	*
At Masters Grade Level	2021	14%	14%	14%	-	13%	11%	*	*	-	-	-	-	11%	*	13%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	70%	78%	82%	73%	83%	63%	*	*	83%	58%	47%	77%	81%	75%	57%
	2019	78%	78%	80%	70%	77%	86%	75%	100%	-	83%	58%	89%	81%	77%	78%	64%
At Meets Grade Level or Above	2021	41%	41%	53%	49%	48%	60%	63%	*	*	58%	33%	24%	52%	57%	48%	29%
	2019	50%	46%	54%	39%	48%	62%	63%	80%	-	55%	30%	44%	55%	51%	49%	27%
At Masters Grade Level	2021	18%	18%	19%	11%	16%	24%	38%	*	*	21%	22%	6%	19%	21%	15%	5%
	2019	24%	20%	18%	14%	14%	24%	25%	60%	-	15%	12%	11%	19%	15%	14%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	67%	68%	71%	63%	74%	*	*	*	79%	37%	43%	67%	71%	63%	44%
	2019	75%	73%	67%	58%	62%	76%	*	100%	-	67%	38%	78%	69%	62%	63%	44%
At Meets Grade Level or Above	2021	45%	42%	51%	55%	44%	58%	*	*	*	64%	26%	43%	50%	53%	46%	26%
	2019	48%	41%	46%	32%	37%	58%	*	80%	-	44%	18%	33%	46%	43%	38%	16%
At Masters Grade Level	2021	18%	17%	10%	3%	7%	15%	*	*	*	14%	14%	0%	10%	12%	7%	1%
	2019	21%	15%	8%	6%	5%	10%	*	60%	-	11%	4%	0%	8%	6%	5%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	71%	85%	88%	83%	85%	*	*	-	*	64%	*	84%	87%	82%	75%
	2019	82%	84%	87%	82%	89%	86%	*	-	-	80%	65%	*	86%	90%	88%	86%
At Meets Grade Level or Above	2021	37%	39%	45%	25%	43%	48%	*	*	-	*	27%	*	43%	53%	43%	32%
	2019	52%	50%	58%	36%	60%	57%	*	-	-	80%	31%	*	59%	55%	58%	40%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	19%	17%	19%	18%	15%	*	*	-	*	23%	*	15%	25%	17%	10%
	2019	26%	24%	29%	27%	28%	33%	*	-	-	0%	19%	*	30%	26%	28%	16%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	76%	83%	94%	79%	85%	*	*	-	*	66%	*	80%	92%	80%	61%
	2019	81%	87%	96%	75%	95%	98%	*	-	-	100%	93%	*	97%	94%	96%	91%
At Meets Grade Level or Above	2021	44%	43%	53%	63%	46%	60%	*	*	-	*	38%	*	49%	68%	48%	25%
	2019	54%	56%	65%	38%	61%	71%	*	-	-	63%	53%	*	65%	64%	63%	43%
At Masters Grade Level	2021	20%	18%	20%	6%	17%	25%	*	*	-	*	17%	*	20%	21%	16%	4%
	2019	25%	24%	23%	25%	19%	28%	*	-	-	25%	20%	*	25%	19%	17%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	78%	89%	91%	84%	96%	*	-	-	*	77%	*	90%	84%	87%	73%
	2019	81%	87%	93%	86%	90%	97%	-	-	-	100%	78%	*	93%	91%	91%	84%
At Meets Grade Level or Above	2021	49%	51%	67%	45%	61%	76%	*	-	-	*	46%	*	69%	57%	60%	44%
	2019	55%	54%	61%	57%	55%	68%	-	-	-	56%	43%	*	63%	54%	55%	34%
At Masters Grade Level	2021	29%	28%	41%	27%	34%	52%	*	-	-	*	38%	*	42%	35%	31%	13%
	2019	33%	28%	31%	14%	23%	42%	-	-	-	22%	17%	*	32%	26%	25%	14%

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- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	72	72	71	73	70	*	90	-	79	65	*	70	79	71	78
	2018	67	68	68	53	69	68	-	-	-	*	57	*	68	65	67	68
End of Course Algebra I	2019	75	76	74	71	75	74	*	-	-	80	54	*	75	72	73	67
	2018	72	72	65	29	66	68	*	-	-	79	45	*	67	62	66	65
All Grades Both Subjects	2019	69	71	73	71	74	72	*	90	-	79	59	80	72	76	72	73
	2018	69	72	67	44	68	68	*	-	-	85	50	90	68	63	67	67
All Grades ELA/Reading	2019	68	69	72	71	73	70	*	90	-	79	65	*	70	79	71	78
	2018	69	68	68	53	69	68	-	-	-	*	57	*	68	65	67	68
All Grades Mathematics	2019	70	73	74	71	75	74	*	-	-	80	54	*	75	72	73	67
	2018	70	77	65	29	66	68	*	-	-	79	45	*	67	62	66	65

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content- Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	70%	78%	-	-	-	-	-	-	56%	100%	55%	-	-	82%	56%	89%
	2019	78%	78%	80%	-	-	-	-	-	-	52%	-	52%	-	*	-	52%	-
At Meets Grade Level or Above	2021	41%	41%	53%	-	-	-	-	-	-	27%	25%	27%	-	-	58%	27%	71%
	2019	50%	46%	54%	-	-	-	-	-	-	11%	-	11%	-	*	-	11%	-
At Masters Grade Level	2021	18%	18%	19%	-	-	-	-	-	-	4%	0%	4%	-	-	23%	4%	24%
	2019	24%	20%	18%	-	-	-	-	-	-	2%	-	2%	-	*	-	2%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	67%	68%	-	-	-	-	-	-	42%	*	40%	-	-	73%	42%	82%
	2019	75%	73%	67%	-	-	-	-	-	-	28%	-	28%	-	*	-	27%	-
At Meets Grade Level or Above	2021	45%	42%	51%	-	-	-	-	-	-	23%	*	22%	-	-	56%	23%	69%
	2019	48%	41%	46%	-	-	-	-	-	-	4%	-	4%	-	*	-	4%	-
At Masters Grade Level	2021	18%	17%	10%	-	-	-	-	-	-	0%	*	0%	-	-	13%	0%	10%
	2019	21%	15%	8%	-	-	-	-	-	-	0%	-	0%	-	*	-	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	71%	85%	-	-	-	-	-	-	76%	*	75%	-	-	87%	76%	88%
	2019	82%	84%	87%	-	-	-	-	-	-	84%	-	84%	-	-	-	84%	-
At Meets Grade Level or Above	2021	37%	39%	45%	-	-	-	-	-	-	30%	*	31%	-	-	48%	30%	56%
	2019	52%	50%	58%	-	-	-	-	-	-	22%	-	22%	-	-	-	22%	-
At Masters Grade Level	2021	18%	19%	17%	-	-	-	-	-	-	10%	*	10%	-	-	19%	10%	24%
	2019	26%	24%	29%	-	-	-	-	-	-	8%	-	8%	-	-	-	8%	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	76%	83%	-	-	-	-	-	-	58%	*	57%	-	-	88%	58%	97%
	2019	81%	87%	96%	-	-	-	-	-	-	83%	-	83%	-	-	-	83%	-
At Meets Grade Level or Above	2021	44%	43%	53%	-	-	-	-	-	-	23%	*	24%	-	-	60%	23%	69%
	2019	54%	56%	65%	-	-	-	-	-	-	22%	-	22%	-	-	-	22%	-
At Masters Grade Level	2021	20%	18%	20%	-	-	-	-	-	-	1%	*	1%	-	-	24%	1%	31%
	2019	25%	24%	23%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	78%	89%	-	-	-	-	-	-	70%	*	70%	-	-	92%	70%	97%
	2019	81%	87%	93%	-	-	-	-	-	-	79%	-	79%	-	*	-	79%	-
At Meets Grade Level or Above	2021	49%	51%	67%	-	-	-	-	-	-	43%	*	44%	-	-	68%	43%	88%
	2019	55%	54%	61%	-	-	-	-	-	-	19%	-	19%	-	*	-	19%	-
At Masters Grade Level	2021	29%	28%	41%	-	-	-	-	-	-	11%	*	12%	-	-	45%	11%	53%
	2019	33%	28%	31%	-	-	-	-	-	-	5%	-	5%	-	*	-	5%	-

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

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

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	98%	94%	98%	97%	100%	80%	*	100%	97%	100%	97%	98%	98%	99%
Included in Accountability	83%	94%	94%	88%	94%	94%	100%	80%	*	100%	93%	100%	96%	86%	94%	92%
Not Included in Accountability: Mobile	3%	3%	2%	6%	2%	3%	0%	0%	*	0%	0%	0%	0%	10%	2%	1%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	3%	0%	0%	0%	*	0%	4%	0%	1%	3%	2%	7%
Not Tested	12%	1%	2%	6%	2%	3%	0%	20%	*	0%	3%	0%	3%	2%	2%	1%
Absent	2%	0%	0%	0%	0%	1%	0%	0%	*	0%	1%	0%	0%	1%	0%	0%
Other	10%	1%	2%	6%	1%	2%	0%	20%	*	0%	2%	0%	2%	1%	2%	1%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	95%	96%	93%	95%	97%	100%	100%	-	100%	92%	100%	97%	91%	95%	93%
Not Included in Accountability: Mobile	4%	4%	3%	7%	3%	3%	0%	0%	-	0%	5%	0%	2%	6%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	0%	0%	-	0%	3%	0%	1%	2%	1%	5%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.4%	98.1%	97.6%	98.3%	98.0%	99.5%	*	*	98.7%	98.1%	98.0%	98.1%
2018-19	95.4%	95.4%	95.1%	94.0%	95.4%	94.9%	97.2%	98.8%	-	94.3%	94.6%	94.8%	95.1%
Chronic Absenteeism													
2019-20	6.7%	8.1%	12.3%	12.9%	10.9%	13.9%	0.0%	0.0%	*	15.0%	13.7%	12.6%	10.5%
2018-19	11.4%	11.4%	15.0%	29.2%	13.3%	15.0%	0.0%	0.0%	-	21.1%	20.2%	17.2%	16.8%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	0.2%	0.0%	0.2%	0.2%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
2018-19	1.9%	0.3%	0.3%	0.0%	0.4%	0.4%	0.0%	0.0%	-	0.0%	0.0%	0.4%	2.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.6%	98.9%	100.0%	98.4%	99.1%	-	-	-	*	100.0%	98.8%	90.5%
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	0.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Dropped Out	5.4%	1.1%	1.1%	0.0%	1.6%	0.9%	-	-	-	*	0.0%	1.2%	9.5%
Graduates and TxCHSE	90.7%	98.6%	98.9%	100.0%	98.4%	99.1%	-	-	-	*	100.0%	98.8%	90.5%
Graduates, TxCHSE, and Continuers	94.6%	98.9%	98.9%	100.0%	98.4%	99.1%	-	-	-	*	100.0%	98.8%	90.5%
Class of 2019													
Graduated	90.0%	98.5%	99.3%	100.0%	99.3%	99.3%	*	*	-	100.0%	100.0%	98.9%	95.0%
Received TxCHSE	0.5%	0.3%	0.3%	0.0%	0.0%	0.7%	*	*	-	0.0%	0.0%	0.6%	5.0%
Continued HS	3.7%	1.2%	0.3%	0.0%	0.7%	0.0%	*	*	-	0.0%	0.0%	0.6%	0.0%
Dropped Out	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.4%	98.8%	99.7%	100.0%	99.3%	100.0%	*	*	-	100.0%	100.0%	99.4%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.7%	99.7%	100.0%	100.0%	99.3%	*	*	-	100.0%	100.0%	99.4%	95.0%
Received TxCHSE	0.5%	0.3%	0.3%	0.0%	0.0%	0.7%	*	*	-	0.0%	0.0%	0.6%	5.0%
Continued HS	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.6%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	98.1%	100.0%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	100.0%
Received TxCHSE	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	1.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.8%	98.1%	100.0%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	98.5%	100.0%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	98.5%	100.0%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	100.0%
Received TxCHSE	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	1.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	93.3%	98.5%	100.0%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	98.5%	100.0%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	100.0%
Class of 2017													
Graduated	92.4%	97.0%	98.6%	100.0%	98.8%	99.1%	-	*	-	*	100.0%	97.3%	87.5%
Received TxCHSE	0.7%	0.9%	0.5%	0.0%	0.0%	0.9%	-	*	-	*	0.0%	0.9%	0.0%
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	2.1%	0.9%	0.0%	1.2%	0.0%	-	*	-	*	0.0%	1.8%	12.5%
Graduates and TxCHSE	93.2%	97.9%	99.1%	100.0%	98.8%	100.0%	-	*	-	*	100.0%	98.2%	87.5%
Graduates, TxCHSE, and Continuers	93.7%	97.9%	99.1%	100.0%	98.8%	100.0%	-	*	-	*	100.0%	98.2%	87.5%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.2%	98.5%	100.0%	98.4%	98.2%	-	-	-	*	91.7%	98.8%	90.5%
Class of 2019	90.0%	97.9%	98.7%	95.0%	98.5%	99.3%	*	*	-	100.0%	93.1%	97.7%	95.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Class of 2019	4.2%	0.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	97.1%	97.3%	94.4%	96.8%	98.2%	-	-	-	*	36.4%	95.8%	89.5%
Class of 2019	83.5%	93.1%	94.6%	84.2%	94.7%	95.6%	*	*	-	*	20.0%	92.4%	89.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	97.1%	97.3%	94.4%	96.8%	98.2%	-	-	-	*	36.4%	95.8%	89.5%
Class of 2019	87.6%	94.0%	94.6%	84.2%	94.7%	95.6%	*	*	-	*	20.0%	92.4%	89.5%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	1.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2018-19	4.4%	1.2%	0.3%	0.0%	0.7%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.0%	95.2%	94.1%	95.9%	94.5%	-	*	-	*	31.3%	93.1%	88.2%
2018-19	82.1%	92.9%	94.0%	89.5%	92.6%	95.7%	*	*	-	*	15.8%	92.6%	86.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.0%	95.2%	94.1%	95.9%	94.5%	-	*	-	*	31.3%	93.1%	88.2%
2018-19	85.9%	94.1%	94.4%	89.5%	93.3%	95.7%	*	*	-	*	15.8%	92.6%	86.4%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	270	100.0%	301	360,220
By Ethnicity:				
African American	17	6.3%	19	44,729
Hispanic	122	45.2%	132	184,060
White	127	47.0%	142	105,215
American Indian	0	0.0%	0	1,226
Asian	1	0.4%	1	17,126
Pacific Islander	0	0.0%	0	557
Two or More Races	3	1.1%	7	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	13	4.8%	15	49,535
Foundation H.S. Program (Endorsement)	0	0.0%	3	15,689
Foundation H.S. Program (DLA)	257	95.2%	283	292,532
Special Education Graduates	16	5.9%	16	29,018
Economically Disadvantaged Graduates	175	64.8%	200	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	17	6.3%	20	29,639
At-Risk Graduates	211	78.1%	233	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	87.7%	87.4%	70.6%	88.5%	88.2%	-	*	-	*	81.3%	89.1%	88.2%
2018-19	72.9%	93.3%	94.5%	94.7%	93.5%	95.4%	*	*	-	90.0%	88.5%	95.7%	88.6%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	82.7%	81.9%	64.7%	85.2%	80.3%	-	*	-	*	25.0%	82.3%	70.6%
2018-19	53.0%	81.8%	84.5%	89.5%	83.3%	84.5%	*	*	-	80.0%	26.9%	85.2%	72.7%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	90.7%	89.6%	76.5%	88.5%	92.1%	-	*	-	*	37.5%	89.1%	76.5%
2018-19	60.7%	88.1%	89.3%	89.5%	87.0%	91.5%	*	*	-	80.0%	30.8%	89.2%	77.3%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	77.4%	75.9%	82.4%	85.2%	66.1%	-	*	-	*	18.8%	78.9%	70.6%
2018-19	48.6%	79.6%	81.9%	89.5%	82.6%	80.3%	*	*	-	80.0%	34.6%	80.7%	72.7%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	74.1%	72.2%	64.7%	82.0%	63.8%	-	*	-	*	18.8%	76.6%	70.6%
2018-19	44.2%	76.9%	79.6%	89.5%	79.7%	78.2%	*	*	-	80.0%	26.9%	79.5%	72.7%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	5.6%	5.9%	0.0%	4.1%	8.7%	-	*	-	*	0.0%	4.0%	0.0%
2018-19	21.1%	5.5%	5.8%	0.0%	7.2%	5.6%	*	*	-	0.0%	0.0%	6.8%	4.5%
Associate Degree (Annual Graduates)													
2019-20	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	28.2%	30.4%	5.9%	18.0%	43.3%	-	*	-	*	6.3%	20.0%	0.0%
2018-19	23.1%	23.1%	23.9%	10.5%	18.1%	31.0%	*	*	-	20.0%	0.0%	15.9%	4.5%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	3.3%	3.7%	0.0%	6.6%	1.6%	-	*	-	*	0.0%	4.6%	0.0%
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	18.6%	20.4%	11.8%	18.9%	22.8%	-	*	-	*	81.3%	18.9%	35.3%
2018-19	40.4%	53.3%	54.0%	50.0%	54.0%	54.2%	*	*	-	50.0%	80.8%	54.8%	50.0%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	15.0%	16.3%	0.0%	15.6%	18.9%	-	*	-	*	12.5%	14.3%	17.6%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	10.3%	11.0%	5.3%	10.9%	10.6%	*	*	-	0.0%	11.5%	11.4%	9.1%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2018-19	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	3.0%	3.3%	5.9%	2.5%	3.9%	-	*	-	*	50.0%	5.1%	11.8%
2018-19	2.3%	4.9%	4.5%	5.3%	5.8%	3.5%	*	*	-	0.0%	53.8%	6.3%	13.6%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	1.7%	1.9%	5.9%	1.6%	1.6%	-	*	-	*	31.3%	1.1%	11.8%
2018-19	2.7%	0.9%	1.0%	0.0%	0.0%	2.1%	*	*	-	0.0%	11.5%	1.1%	0.0%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	56.5%	57.8%	47.1%	44.3%	70.9%	-	*	-	*	6.3%	49.7%	0.0%
	2018-19	33.4%	59.3%	60.5%	42.1%	52.9%	70.4%	*	*	-	40.0%	3.8%	53.4%	13.6%
Mathematics	2019-20	21.2%	25.6%	26.7%	23.5%	23.8%	29.1%	-	*	-	*	0.0%	26.3%	0.0%
	2018-19	24.7%	35.6%	37.5%	31.6%	35.5%	40.1%	*	*	-	20.0%	0.0%	33.5%	13.6%
Both Subjects	2019-20	16.4%	22.3%	23.0%	23.5%	21.3%	23.6%	-	*	-	*	0.0%	22.3%	0.0%
	2018-19	18.8%	32.5%	34.3%	21.1%	30.4%	39.4%	*	*	-	20.0%	0.0%	29.0%	4.5%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	46.2%	42.2%	58.8%	57.4%	26.8%	-	*	-	*	31.3%	52.0%	76.5%
	2018-19	5.1%	46.5%	46.3%	68.4%	50.7%	39.4%	*	*	-	60.0%	26.9%	55.1%	72.7%
Mathematics	2019-20	9.7%	57.5%	54.4%	70.6%	67.2%	40.2%	-	*	-	*	18.8%	60.6%	70.6%
	2018-19	7.3%	55.0%	55.7%	78.9%	58.7%	50.7%	*	*	-	60.0%	34.6%	61.9%	72.7%
Both Subjects	2019-20	4.2%	39.5%	35.6%	41.2%	53.3%	18.9%	-	*	-	*	18.8%	44.6%	70.6%
	2018-19	2.6%	38.6%	39.2%	68.4%	42.0%	32.4%	*	*	-	60.0%	23.1%	47.7%	68.2%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	3.6%	3.9%	0.0%	4.8%	3.6%	*	0.0%	-	0.0%	0.0%	3.9%	0.0%
	2019	25.2%	5.2%	5.3%	0.0%	5.6%	5.6%	*	*	-	0.0%	0.0%	6.2%	0.0%
English Language Arts	2020	12.7%	1.0%	1.1%	0.0%	1.6%	0.8%	*	0.0%	-	0.0%	0.0%	1.4%	0.0%
	2019	14.5%	1.6%	1.6%	0.0%	2.4%	0.8%	*	*	-	0.0%	0.0%	2.5%	0.0%
Mathematics	2020	6.4%	0.7%	0.7%	0.0%	0.4%	1.2%	*	0.0%	-	0.0%	0.0%	0.3%	0.0%
	2019	7.4%	1.4%	1.4%	0.0%	1.6%	1.2%	*	*	-	0.0%	0.0%	1.6%	0.0%
Science	2020	9.4%	1.0%	1.1%	0.0%	0.8%	1.6%	*	0.0%	-	0.0%	0.0%	0.8%	0.0%
	2019	10.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Social Studies	2020	12.4%	1.2%	1.3%	0.0%	1.2%	1.6%	*	0.0%	-	0.0%	0.0%	1.1%	0.0%
	2019	13.9%	2.4%	2.4%	0.0%	1.6%	3.6%	*	*	-	0.0%	0.0%	2.8%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	57.1%	57.1%	-	66.7%	44.4%	-	-	-	-	-	57.1%	-
	2019	51.0%	46.7%	48.3%	-	57.1%	42.9%	-	*	-	-	-	45.0%	-
English Language Arts	2020	50.1%	33.3%	33.3%	-	*	*	-	-	-	-	-	20.0%	-
	2019	41.2%	11.1%	11.1%	-	0.0%	*	-	*	-	-	-	12.5%	-
Mathematics	2020	56.5%	*	*	-	*	*	-	-	-	-	-	*	-
	2019	52.2%	25.0%	25.0%	-	*	*	-	*	-	-	-	0.0%	-
Science	2020	47.6%	50.0%	50.0%	-	*	*	-	-	-	-	-	*	-
	2019	40.6%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	42.9%	42.9%	-	*	*	-	-	-	-	-	*	-
	2019	46.3%	35.7%	38.5%	-	*	33.3%	-	-	-	-	-	33.3%	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	54.2%	59.3%	70.6%	42.6%	72.4%	-	*	-	*	12.5%	50.3%	23.5%
	2018-19	75.0%	39.2%	41.4%	57.9%	33.3%	45.1%	*	*	-	60.0%	7.7%	33.3%	17.4%
At/Above Criterion for All Examinees	2019-20	35.7%	22.7%	22.5%	8.3%	21.2%	26.1%	-	*	-	*	*	17.2%	*
	2018-19	36.1%	35.7%	35.9%	9.1%	34.8%	42.2%	*	*	-	*	*	35.6%	*
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	975	976	918	925	1013	-	*	-	*	*	932	*
	2018-19	1027	1019	1021	881	1016	1049	-	*	-	*	*	1012	*
English Language Arts and Writing	2019-20	513	504	504	468	468	529	-	*	-	*	*	476	*
	2018-19	517	518	518	442	508	539	-	*	-	*	*	510	*
Mathematics	2019-20	506	472	472	450	458	484	-	*	-	*	*	456	*
	2018-19	510	502	503	439	507	511	-	*	-	*	*	502	*
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	20	21	*	*	21	-	-	-	-	*	*	-
	2018-19	21	20	20	14	20	21	*	*	-	-	*	19	*
English Language Arts	2019-20	20	21	21	*	*	21	-	-	-	-	*	*	-
	2018-19	20	20	20	13	20	21	*	*	-	-	*	19	*
Mathematics	2019-20	20	19	19	*	*	20	-	-	-	-	*	*	-
	2018-19	20	20	20	15	19	21	*	*	-	-	*	19	*
Science	2019-20	21	21	21	*	*	21	-	-	-	-	*	*	-
	2018-19	21	21	21	15	21	22	*	*	-	-	*	20	*

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	39.1%	39.0%	39.7%	35.7%	43.0%	11.1%	100.0%	*	21.1%	15.6%	33.6%	17.4%
	2018-19	44.6%	35.7%	36.5%	42.9%	29.2%	42.2%	33.3%	100.0%	-	33.3%	11.3%	29.9%	9.4%
English Language Arts	2019-20	18.2%	13.1%	13.5%	7.1%	8.8%	18.6%	11.1%	80.0%	*	11.1%	2.4%	9.7%	0.0%
	2018-19	17.8%	12.9%	13.1%	8.2%	9.0%	17.3%	16.7%	42.9%	-	18.8%	1.1%	8.1%	0.0%
Mathematics	2019-20	20.7%	10.3%	10.4%	3.9%	7.4%	13.3%	11.1%	100.0%	*	11.8%	1.2%	8.1%	0.0%
	2018-19	20.4%	13.0%	12.9%	11.9%	10.8%	15.1%	0.0%	42.9%	-	6.7%	1.2%	9.5%	2.1%
Science	2019-20	22.4%	21.4%	20.9%	21.2%	21.0%	21.1%	0.0%	60.0%	*	11.8%	6.4%	19.4%	12.7%
	2018-19	21.7%	17.2%	17.6%	30.5%	14.2%	19.7%	16.7%	25.0%	-	11.8%	6.8%	15.7%	4.4%
Social Studies	2019-20	24.6%	18.4%	18.9%	6.5%	14.5%	24.7%	11.1%	80.0%	*	6.3%	1.4%	13.3%	0.0%
	2018-19	23.6%	19.9%	20.4%	14.9%	14.9%	25.7%	20.0%	71.4%	-	13.3%	1.2%	13.7%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	85.0%	88.1%	94.1%	85.2%	89.8%	-	*	-	*	87.5%	86.9%	94.1%
	2018-19	59.0%	89.1%	91.3%	94.7%	91.3%	90.8%	*	*	-	100.0%	88.5%	90.9%	68.2%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	47.4%	49.2%	52.6%	44.9%	50.7%	*	*	-	80.0%	19.2%	41.2%	26.1%
	2017-18	53.4%	44.0%	48.1%	50.0%	43.5%	51.6%	*	*	-	*	25.0%	40.6%	22.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	37.4%	37.8%	0.0%	33.3%	42.0%	*	*	-	*	*	43.6%	*
	2017-18	60.7%	54.0%	53.6%	25.0%	42.1%	62.3%	*	*	-	*	28.6%	41.2%	*

Texas Education Agency
2020-21 Student Information (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,174	100.0%	4,014	5,359,040	1,180	100.0%	4,025	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	3.7%	0	0.0%	4.3%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 5	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	8.0%	7.9%
Grade 9	324	27.6%	8.1%	8.1%	327	27.7%	8.1%	8.1%
Grade 10	322	27.4%	8.2%	7.8%	323	27.4%	8.2%	7.8%
Grade 11	255	21.7%	6.7%	7.2%	256	21.7%	6.7%	7.2%
Grade 12	273	23.3%	7.0%	6.8%	274	23.2%	7.0%	6.8%
Ethnic Distribution:								
African American	53	4.5%	4.5%	12.7%	53	4.5%	4.4%	12.7%
Hispanic	579	49.3%	50.9%	52.9%	583	49.4%	50.9%	52.9%
White	508	43.3%	41.3%	26.5%	509	43.1%	41.3%	26.5%
American Indian	11	0.9%	0.4%	0.3%	11	0.9%	0.4%	0.3%
Asian	5	0.4%	0.4%	4.7%	5	0.4%	0.4%	4.7%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	17	1.4%	2.3%	2.7%	18	1.5%	2.3%	2.7%
Sex:								
Female	562	47.9%	48.7%	48.9%	562	47.6%	48.6%	48.9%
Male	612	52.1%	51.3%	51.1%	618	52.4%	51.4%	51.1%
Economically Disadvantaged	789	67.2%	75.3%	60.3%	793	67.2%	75.3%	60.2%
Non-Educationally Disadvantaged	385	32.8%	24.7%	39.7%	387	32.8%	24.7%	39.8%
Section 504 Students	116	9.9%	7.6%	7.2%	116	9.8%	7.6%	7.2%
EB Students/EL	161	13.7%	21.8%	20.7%	164	13.9%	21.9%	20.6%
Students w/ Disciplinary Placements (2019-20)	64	5.1%	2.4%	1.2%				
Students w/ Dyslexia	47	4.0%	5.4%	4.5%	47	4.0%	5.4%	4.5%
Foster Care	4	0.3%	0.7%	0.3%	4	0.3%	0.7%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	5	0.4%	1.0%	1.1%	5	0.4%	1.0%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	45.5%	64.5%	0	0.0%	45.5%	64.5%
Military Connected	8	0.7%	0.7%	2.7%	8	0.7%	0.7%	2.7%
At-Risk	803	68.4%	52.6%	49.2%	808	68.5%	52.6%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	160	13.6%	21.2%	21.0%	163	13.8%	21.2%	20.9%
Gifted and Talented Education	82	7.0%	6.3%	8.3%	82	6.9%	6.3%	8.3%
Special Education	87	7.4%	11.5%	11.1%	89	7.5%	11.6%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	87							
By Type of Primary Disability								
Students with Intellectual Disabilities	41	47.1%	29.3%	42.5%				
Students with Physical Disabilities	10	11.5%	40.7%	21.3%				
Students with Autism	7	8.0%	**	14.1%				
Students with Behavioral Disabilities	29	33.3%	20.2%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	153	12.2%	11.6%	13.8%				
By Ethnicity:								
African American	12	1.0%	0.8%	2.8%				
Hispanic	60	4.8%	4.5%	7.1%				
White	79	6.3%	6.0%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.2%	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	13	13.7%	13.3%	16.5%				
Count and Percent of EB Students/EL who are Mobile	14	12.3%	8.4%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	107	12.5%	10.9%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	99	10.8%	11.3%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.3%	1.4%	-	4.4%	4.8%
Grade 1	-	0.9%	1.9%	-	0.0%	3.2%
Grade 2	-	0.5%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	1.3%	1.3%	4.7%	0.0%	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.8	17.7
Grade 1	-	17.8	18.0
Grade 2	-	17.7	18.0
Grade 3	-	18.9	18.2
Grade 4	-	18.8	18.3
Grade 5	-	19.0	19.8
Grade 6	-	23.6	19.4
Secondary:			
English/Language Arts	13.8	15.1	15.7
Foreign Languages	20.7	20.7	17.8
Mathematics	17.5	18.2	16.9
Science	20.5	20.1	17.9
Social Studies	21.6	20.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	105.6	100.0%	100.0%	100.0%
Professional Staff:	91.4	86.5%	64.3%	64.3%
Teachers	77.0	72.8%	52.0%	49.6%
Professional Support	9.5	9.0%	7.3%	10.6%
Campus Administration (School Leadership)	5.0	4.7%	3.4%	3.0%
Educational Aides:	14.2	13.5%	18.1%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	2.0	n/a	9.0	13,211.0
Part-time Counselors	1.0	n/a	2.0	1,126.0
Total Minority Staff:	15.4	14.6%	22.4%	51.5%
Teachers by Ethnicity:				
African American	2.0	2.6%	1.8%	11.1%
Hispanic	8.5	11.0%	10.7%	28.4%
White	66.5	86.4%	86.6%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.4%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	27.7	36.0%	22.8%	23.8%
Females	49.3	64.0%	77.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	1.3%	0.4%	1.2%
Bachelors	57.8	75.1%	79.2%	73.0%
Masters	17.1	22.3%	20.1%	25.0%
Doctorate	1.0	1.3%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.7	2.2%	3.6%	6.7%
1-5 Years Experience	11.2	14.5%	22.4%	27.8%
6-10 Years Experience	18.6	24.2%	16.6%	20.3%
11-20 Years Experience	22.3	28.9%	31.0%	29.1%
21-30 Years Experience	18.2	23.7%	22.5%	13.0%
Over 30 Years Experience	5.0	6.5%	3.9%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.3	n/a	14.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	3.7	6.4
Average Years Experience of Principals with District	2.0	3.7	5.5
Average Years Experience of Assistant Principals	4.3	4.6	5.5
Average Years Experience of Assistant Principals with District	4.0	3.1	4.8
Average Years Experience of Teachers:	14.7	13.5	11.2
Average Years Experience of Teachers with District:	7.3	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,755	\$52,478	\$50,849
1-5 Years Experience	\$51,305	\$50,736	\$53,288
6-10 Years Experience	\$54,284	\$52,903	\$56,282
11-20 Years Experience	\$58,708	\$56,896	\$59,900
21-30 Years Experience	\$63,360	\$63,222	\$64,637
Over 30 Years Experience	\$64,303	\$65,983	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,875	\$56,470	\$57,641
Professional Support	\$61,229	\$65,832	\$68,030
Campus Administration (School Leadership)	\$83,505	\$75,532	\$83,424
Instructional Staff Percent:	n/a	74.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	2.6%	2.4%	6.2%
Career and Technical Education	16.4	21.3%	6.4%	5.1%
Compensatory Education	1.9	2.5%	8.1%	2.8%
Gifted and Talented Education	0.0	0.0%	0.1%	1.8%
Regular Education	43.4	56.5%	72.6%	71.0%
Special Education	2.7	3.5%	5.1%	9.4%
Other	10.5	13.7%	5.3%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

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

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: KAUFMAN ISD

Campus Name: GARY W CAMPBELL H S

Campus Number: 129903003

**2021 Accountability Rating: Not Rated: Declared State of Disaster
(evaluated with alternative education accountability provisions)**

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	66%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
	2019	68%	67%	40%	*	*	20%	-	-	-	*	-	-	38%	*	43%	*
At Meets Grade Level or Above	2021	50%	46%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
	2019	50%	44%	20%	*	*	20%	-	-	-	*	-	-	25%	*	14%	*
At Masters Grade Level	2021	12%	11%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
	2019	11%	10%	0%	*	*	0%	-	-	-	*	-	-	0%	*	0%	*
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	68%	60%	-	*	71%	-	-	-	-	*	-	*	67%	56%	*
	2019	68%	67%	53%	*	60%	57%	-	-	-	*	-	-	46%	*	45%	*
At Meets Grade Level or Above	2021	57%	54%	40%	-	*	43%	-	-	-	-	*	-	*	33%	33%	*
	2019	49%	47%	27%	*	20%	43%	-	-	-	*	-	-	23%	*	18%	*
At Masters Grade Level	2021	11%	9%	0%	-	*	0%	-	-	-	-	*	-	*	0%	0%	*
	2019	8%	5%	0%	*	0%	0%	-	-	-	*	-	-	0%	*	0%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	89%	*	*	100%	-	-	-	*	-	-	83%	*	80%	-
At Meets Grade Level or Above	2019	61%	66%	33%	*	*	33%	-	-	-	*	-	-	33%	*	40%	-
At Masters Grade Level	2019	37%	38%	11%	*	*	0%	-	-	-	*	-	-	17%	*	20%	-
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	82%	*	-	-	*	-	-	-	-	*	-	-	*	*	-
	2019	88%	95%	57%	*	*	*	-	-	-	*	-	-	60%	*	80%	*
At Meets Grade Level or Above	2021	55%	53%	*	-	-	*	-	-	-	-	*	-	-	*	*	-
	2019	62%	63%	0%	*	*	*	-	-	-	*	-	-	0%	*	0%	*
At Masters Grade Level	2021	22%	20%	*	-	-	*	-	-	-	-	*	-	-	*	*	-
	2019	25%	23%	0%	*	*	*	-	-	-	*	-	-	0%	*	0%	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	88%	50%	-	*	57%	-	-	-	-	*	*	*	33%	56%	*
	2019	93%	93%	85%	*	*	86%	-	-	-	*	-	-	100%	60%	80%	*

Texas Education Agency
2020-21 STAAR Performance (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	69%	65%	30%	-	*	29%	-	-	-	-	*	*	*	33%	33%	*
	2019	73%	60%	46%	*	*	57%	-	-	-	*	-	-	50%	40%	30%	*
At Masters Grade Level	2021	43%	40%	10%	-	*	0%	-	-	-	-	*	*	*	0%	11%	*
	2019	45%	30%	15%	*	*	29%	-	-	-	*	-	-	13%	20%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	70%	54%	-	38%	61%	-	-	-	-	*	*	56%	53%	50%	*
	2019	78%	78%	65%	83%	73%	61%	-	-	-	40%	-	-	63%	71%	63%	40%
At Meets Grade Level or Above	2021	41%	41%	31%	-	25%	33%	-	-	-	-	*	*	33%	29%	27%	*
	2019	50%	46%	28%	17%	20%	36%	-	-	-	20%	-	-	28%	29%	21%	0%
At Masters Grade Level	2021	18%	18%	4%	-	13%	0%	-	-	-	-	*	*	11%	0%	5%	*
	2019	24%	20%	6%	17%	0%	7%	-	-	-	0%	-	-	5%	7%	3%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	67%	57%	-	40%	67%	-	-	-	-	*	-	40%	67%	50%	*
	2019	75%	73%	48%	*	63%	42%	-	-	-	*	-	-	43%	*	44%	*
At Meets Grade Level or Above	2021	45%	42%	29%	-	20%	33%	-	-	-	-	*	-	40%	22%	25%	*
	2019	48%	41%	24%	*	25%	33%	-	-	-	*	-	-	24%	*	17%	*
At Masters Grade Level	2021	18%	17%	0%	-	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
	2019	21%	15%	0%	*	0%	0%	-	-	-	*	-	-	0%	*	0%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	84%	89%	*	*	100%	-	-	-	*	-	-	83%	*	80%	-
At Meets Grade Level or Above	2019	52%	50%	33%	*	*	33%	-	-	-	*	-	-	33%	*	40%	-
At Masters Grade Level	2019	26%	24%	11%	*	*	0%	-	-	-	*	-	-	17%	*	20%	-
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	76%	*	-	-	*	-	-	-	-	*	-	-	*	*	-
	2019	81%	87%	57%	*	*	*	-	-	-	*	-	-	60%	*	80%	*
At Meets Grade Level or Above	2021	44%	43%	*	-	-	*	-	-	-	-	*	-	-	*	*	-
	2019	54%	56%	0%	*	*	*	-	-	-	*	-	-	0%	*	0%	*
At Masters Grade Level	2021	20%	18%	*	-	-	*	-	-	-	-	*	-	-	*	*	-
	2019	25%	24%	0%	*	*	*	-	-	-	*	-	-	0%	*	0%	*
All Grades Social Studies																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	73%	78%	50%	-	*	57%	-	-	-	-	*	*	*	33%	56%	*
	2019	81%	87%	85%	*	*	86%	-	-	-	*	-	-	100%	60%	80%	*
At Meets Grade Level or Above	2021	49%	51%	30%	-	*	29%	-	-	-	-	*	*	*	33%	33%	*
	2019	55%	54%	46%	*	*	57%	-	-	-	*	-	-	50%	40%	30%	*
At Masters Grade Level	2021	29%	28%	10%	-	*	0%	-	-	-	-	*	*	*	0%	11%	*
	2019	33%	28%	15%	*	*	29%	-	-	-	*	-	-	13%	20%	0%	*

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- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	72	50	-	*	*	-	-	-	*	-	-	50	*	*	*
	2018	67	68	*	-	-	*	-	-	-	-	-	*	*	*	*	-
End of Course Algebra I	2019	75	76	*	-	-	-	-	-	-	*	-	-	*	-	*	-
	2018	72	72	*	-	-	*	-	-	-	-	-	-	-	*	*	-
All Grades Both Subjects	2019	69	71	44	-	*	*	-	-	-	*	-	-	43	*	20	*
	2018	69	72	50	-	-	50	-	-	-	-	-	*	*	*	*	-
All Grades ELA/Reading	2019	68	69	50	-	*	*	-	-	-	*	-	-	50	*	*	*
	2018	69	68	*	-	-	*	-	-	-	-	-	*	*	*	*	-
All Grades Mathematics	2019	70	73	*	-	-	-	-	-	-	*	-	-	*	-	*	-
	2018	70	77	*	-	-	*	-	-	-	-	-	-	-	*	*	-

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Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	70%	54%	-	-	-	-	-	-	*	-	*	-	-	57%	*	*
	2019	78%	78%	65%	-	-	-	-	-	-	*	-	*	-	-		*	
At Meets Grade Level or Above	2021	41%	41%	31%	-	-	-	-	-	-	*	-	*	-	-	29%	*	*
	2019	50%	46%	28%	-	-	-	-	-	-	*	-	*	-	-		*	
At Masters Grade Level	2021	18%	18%	4%	-	-	-	-	-	-	*	-	*	-	-	0%	*	*
	2019	24%	20%	6%	-	-	-	-	-	-	*	-	*	-	-		*	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	67%	57%	-	-	-	-	-	-	*	-	*	-	-	64%	*	*
	2019	75%	73%	48%	-	-	-	-	-	-	*	-	*	-	-		*	
At Meets Grade Level or Above	2021	45%	42%	29%	-	-	-	-	-	-	*	-	*	-	-	27%	*	*
	2019	48%	41%	24%	-	-	-	-	-	-	*	-	*	-	-		*	
At Masters Grade Level	2021	18%	17%	0%	-	-	-	-	-	-	*	-	*	-	-	0%	*	*
	2019	21%	15%	0%	-	-	-	-	-	-	*	-	*	-	-		*	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	71%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019	82%	84%	89%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	37%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019	52%	50%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	18%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019	26%	24%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	76%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2019	81%	87%	57%	-	-	-	-	-	-	*	-	*	-	-		*	
At Meets Grade Level or Above	2021	44%	43%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2019	54%	56%	0%	-	-	-	-	-	-	*	-	*	-	-		*	
At Masters Grade Level	2021	20%	18%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2019	25%	24%	0%	-	-	-	-	-	-	*	-	*	-	-		*	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	78%	50%	-	-	-	-	-	-	*	-	*	-	-	50%	*	*
	2019	81%	87%	85%	-	-	-	-	-	-	-	-	-	-	-		-	
At Meets Grade Level or Above	2021	49%	51%	30%	-	-	-	-	-	-	*	-	*	-	-	25%	*	*
	2019	55%	54%	46%	-	-	-	-	-	-	-	-	-	-	-		-	
At Masters Grade Level	2021	29%	28%	10%	-	-	-	-	-	-	*	-	*	-	-	0%	*	*
	2019	33%	28%	15%	-	-	-	-	-	-	-	-	-	-	-		-	

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

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

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	89%	*	90%	92%	-	-	-	-	*	*	94%	87%	95%	100%
Included in Accountability	83%	94%	55%	*	40%	72%	-	-	-	-	*	*	53%	57%	56%	43%
Not Included in Accountability: Mobile	3%	3%	30%	*	40%	20%	-	-	-	-	*	*	41%	23%	33%	29%
Not Included in Accountability: Other Exclusions	1%	1%	4%	*	10%	0%	-	-	-	-	*	*	0%	7%	5%	29%
Not Tested	12%	1%	11%	*	10%	8%	-	-	-	-	*	*	6%	13%	5%	0%
Absent	2%	0%	0%	*	0%	0%	-	-	-	-	*	*	0%	0%	0%	0%
Other	10%	1%	11%	*	10%	8%	-	-	-	-	*	*	6%	13%	5%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	97%	100%	100%	94%	-	-	-	100%	-	-	96%	100%	96%	100%
Included in Accountability	94%	95%	77%	100%	60%	85%	-	-	-	83%	-	-	78%	74%	79%	63%
Not Included in Accountability: Mobile	4%	4%	20%	0%	40%	9%	-	-	-	17%	-	-	18%	26%	17%	38%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	0%	-	-	0%	0%	0%	0%
Not Tested	1%	0%	3%	0%	0%	6%	-	-	-	0%	-	-	4%	0%	4%	0%
Absent	1%	0%	3%	0%	0%	6%	-	-	-	0%	-	-	4%	0%	4%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	-	-	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.4%	91.6%	*	93.4%	89.4%	-	-	-	*	*	92.4%	*
2018-19	95.4%	95.4%	81.2%	*	84.6%	78.0%	-	-	-	*	*	83.0%	*
Chronic Absenteeism													
2019-20	6.7%	8.1%	42.9%	*	31.6%	45.8%	-	-	-	*	*	39.4%	42.9%
2018-19	11.4%	11.4%	61.1%	80.0%	43.8%	69.0%	-	-	-	*	*	56.3%	*
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	0.0%
2018-19	1.9%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.6%	93.3%	*	*	100.0%	-	-	-	-	-	91.7%	*
Received TxCHSE	0.4%	0.0%	0.0%	*	*	0.0%	-	-	-	-	-	0.0%	*
Continued HS	3.9%	0.4%	6.7%	*	*	0.0%	-	-	-	-	-	8.3%	*
Dropped Out	5.4%	1.1%	0.0%	*	*	0.0%	-	-	-	-	-	0.0%	*
Graduates and TxCHSE	90.7%	98.6%	93.3%	*	*	100.0%	-	-	-	-	-	91.7%	*
Graduates, TxCHSE, and Continuers	94.6%	98.9%	100.0%	*	*	100.0%	-	-	-	-	-	100.0%	*
Class of 2019													
Graduated	90.0%	98.5%	88.0%	*	88.9%	90.9%	-	-	-	*	80.0%	85.0%	*
Received TxCHSE	0.5%	0.3%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.7%	1.2%	12.0%	*	11.1%	9.1%	-	-	-	*	20.0%	15.0%	*
Dropped Out	5.9%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	98.8%	88.0%	*	88.9%	90.9%	-	-	-	*	80.0%	85.0%	*
Graduates, TxCHSE, and Continuers	94.1%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.7%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	*
Received TxCHSE	0.5%	0.3%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Continued HS	1.3%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	6.1%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Graduates and TxCHSE	92.6%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	*

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	*	100.0%	*
Class of 2018													
Graduated	92.2%	98.1%	81.5%	*	55.6%	94.1%	-	-	-	-	*	76.5%	*
Received TxCHSE	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Continued HS	1.1%	0.4%	3.7%	*	11.1%	0.0%	-	-	-	-	*	5.9%	*
Dropped Out	6.1%	1.5%	14.8%	*	33.3%	5.9%	-	-	-	-	*	17.6%	*
Graduates and TxCHSE	92.8%	98.1%	81.5%	*	55.6%	94.1%	-	-	-	-	*	76.5%	*
Graduates, TxCHSE, and Continuers	93.9%	98.5%	85.2%	*	66.7%	94.1%	-	-	-	-	*	82.4%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	98.5%	85.2%	*	66.7%	94.1%	-	-	-	-	*	82.4%	*
Received TxCHSE	0.7%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Continued HS	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Dropped Out	6.1%	1.5%	14.8%	*	33.3%	5.9%	-	-	-	-	*	17.6%	*
Graduates and TxCHSE	93.3%	98.5%	85.2%	*	66.7%	94.1%	-	-	-	-	*	82.4%	*
Graduates, TxCHSE, and Continuers	93.9%	98.5%	85.2%	*	66.7%	94.1%	-	-	-	-	*	82.4%	*
Class of 2017													
Graduated	92.4%	97.0%	81.0%	*	100.0%	69.2%	-	-	-	*	*	76.5%	-
Received TxCHSE	0.7%	0.9%	4.8%	*	0.0%	7.7%	-	-	-	*	*	5.9%	-
Continued HS	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Dropped Out	6.3%	2.1%	14.3%	*	0.0%	23.1%	-	-	-	*	*	17.6%	-
Graduates and TxCHSE	93.2%	97.9%	85.7%	*	100.0%	76.9%	-	-	-	*	*	82.4%	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	85.7%	*	100.0%	76.9%	-	-	-	*	*	82.4%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.2%	93.3%	*	*	100.0%	-	-	-	-	-	91.7%	*
Class of 2019	90.0%	97.9%	88.0%	*	88.9%	90.9%	-	-	-	*	80.0%	85.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	0.0%	*	*	0.0%	-	-	-	-	-	0.0%	*
Class of 2019	4.2%	0.9%	13.6%	*	25.0%	10.0%	-	-	-	*	*	11.8%	*
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	97.1%	92.9%	*	*	100.0%	-	-	-	-	-	90.9%	*
Class of 2019	83.5%	93.1%	72.7%	*	75.0%	70.0%	-	-	-	*	*	82.4%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	97.1%	92.9%	*	*	100.0%	-	-	-	-	-	90.9%	*
Class of 2019	87.6%	94.0%	86.4%	*	100.0%	80.0%	-	-	-	*	*	94.1%	*
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	1.0%	9.7%	*	10.0%	0.0%	-	-	-	*	-	12.0%	*
2018-19	4.4%	1.2%	15.0%	*	33.3%	8.3%	-	-	-	-	*	14.3%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.0%	83.9%	*	90.0%	93.3%	-	-	-	*	-	84.0%	*
2018-19	82.1%	92.9%	75.0%	*	66.7%	83.3%	-	-	-	-	*	78.6%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.0%	93.5%	*	100.0%	93.3%	-	-	-	*	-	96.0%	*
2018-19	85.9%	94.1%	90.0%	*	100.0%	91.7%	-	-	-	-	*	92.9%	*

Texas Education Agency
2020-21 Graduation Profile (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	31	100.0%	301	360,220
By Ethnicity:				
African American	2	6.5%	19	44,729
Hispanic	10	32.3%	132	184,060
White	15	48.4%	142	105,215
American Indian	0	0.0%	0	1,226
Asian	0	0.0%	1	17,126
Pacific Islander	0	0.0%	0	557
Two or More Races	4	12.9%	7	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	2	6.5%	15	49,535
Foundation H.S. Program (Endorsement)	3	9.7%	3	15,689
Foundation H.S. Program (DLA)	26	83.9%	283	292,532
Special Education Graduates	0	0.0%	16	29,018
Economically Disadvantaged Graduates	25	80.6%	200	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	3	9.7%	20	29,639
At-Risk Graduates	22	71.0%	233	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	87.7%	90.3%	*	90.0%	86.7%	-	-	-	*	-	92.0%	*
2018-19	72.9%	93.3%	75.0%	*	100.0%	62.5%	-	-	-	-	*	75.0%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	82.7%	90.3%	*	90.0%	86.7%	-	-	-	*	-	92.0%	*
2018-19	53.0%	81.8%	40.0%	*	50.0%	41.7%	-	-	-	-	*	42.9%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	90.7%	100.0%	*	100.0%	100.0%	-	-	-	*	-	100.0%	*
2018-19	60.7%	88.1%	70.0%	*	83.3%	66.7%	-	-	-	-	*	71.4%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	77.4%	90.3%	*	90.0%	86.7%	-	-	-	*	-	92.0%	*
2018-19	48.6%	79.6%	45.0%	*	50.0%	50.0%	-	-	-	-	*	50.0%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	74.1%	90.3%	*	90.0%	86.7%	-	-	-	*	-	92.0%	*
2018-19	44.2%	76.9%	35.0%	*	50.0%	33.3%	-	-	-	-	*	42.9%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	5.6%	3.2%	*	0.0%	6.7%	-	-	-	*	-	0.0%	*
2018-19	21.1%	5.5%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Associate Degree (Annual Graduates)													
2019-20	2.1%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	-	0.0%	*
2018-19	1.9%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	28.2%	9.7%	*	10.0%	13.3%	-	-	-	*	-	12.0%	*
2018-19	23.1%	23.1%	10.0%	*	0.0%	16.7%	-	-	-	-	*	7.1%	*
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	3.3%	0.0%	*	0.0%	0.0%	-	-	-	*	-	0.0%	*
2018-19	2.3%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	18.6%	3.2%	*	0.0%	6.7%	-	-	-	*	-	0.0%	*
2018-19	40.4%	53.3%	42.5%	*	66.7%	25.0%	-	-	-	-	*	39.3%	*
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	15.0%	3.2%	*	0.0%	6.7%	-	-	-	*	-	0.0%	*

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	10.3%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	-	0.0%	*
2018-19	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	3.0%	0.0%	*	0.0%	0.0%	-	-	-	*	-	0.0%	*
2018-19	2.3%	4.9%	10.0%	*	0.0%	8.3%	-	-	-	-	*	7.1%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	1.7%	0.0%	*	0.0%	0.0%	-	-	-	*	-	0.0%	*
2018-19	2.7%	0.9%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	*

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	56.5%	45.2%	*	30.0%	66.7%	-	-	-	*	-	44.0%	*
	2018-19	33.4%	59.3%	40.0%	*	50.0%	33.3%	-	-	-	-	*	42.9%	*
Mathematics	2019-20	21.2%	25.6%	16.1%	*	0.0%	26.7%	-	-	-	*	-	16.0%	*
	2018-19	24.7%	35.6%	5.0%	*	0.0%	8.3%	-	-	-	-	*	7.1%	*
Both Subjects	2019-20	16.4%	22.3%	16.1%	*	0.0%	26.7%	-	-	-	*	-	16.0%	*
	2018-19	18.8%	32.5%	5.0%	*	0.0%	8.3%	-	-	-	-	*	7.1%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	46.2%	80.6%	*	90.0%	66.7%	-	-	-	*	-	80.0%	*
	2018-19	5.1%	46.5%	50.0%	*	66.7%	41.7%	-	-	-	-	*	50.0%	*
Mathematics	2019-20	9.7%	57.5%	83.9%	*	90.0%	73.3%	-	-	-	*	-	88.0%	*
	2018-19	7.3%	55.0%	45.0%	*	50.0%	50.0%	-	-	-	-	*	50.0%	*
Both Subjects	2019-20	4.2%	39.5%	74.2%	*	80.0%	60.0%	-	-	-	*	-	76.0%	*
	2018-19	2.6%	38.6%	30.0%	*	50.0%	25.0%	-	-	-	-	*	35.7%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	3.6%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
	2019	25.2%	5.2%	3.7%	*	0.0%	0.0%	-	?	-	*	*	0.0%	*
English Language Arts	2020	12.7%	1.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
	2019	14.5%	1.6%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Mathematics	2020	6.4%	0.7%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
	2019	7.4%	1.4%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Science	2020	9.4%	1.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
	2019	10.4%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Social Studies	2020	12.4%	1.2%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
	2019	13.9%	2.4%	3.7%	*	0.0%	0.0%	-	?	-	*	*	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
	2019	51.0%	46.7%	*	-	-	-	-	*	-	-	-	-	-
English Language Arts	2020	50.1%	33.3%	-	-	-	-	-	-	-	-	-	-	-
	2019	41.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020	56.5%	*	-	-	-	-	-	-	-	-	-	-	-
	2019	52.2%	25.0%	-	-	-	-	-	-	-	-	-	-	-
Science	2020	47.6%	50.0%	-	-	-	-	-	-	-	-	-	-	-
	2019	40.6%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	42.9%	-	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	35.7%	*	-	-	-	-	*	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	54.2%	9.7%	*	0.0%	13.3%	-	?	-	*	-	8.0%	*
	2018-19	75.0%	39.2%	5.0%	*	16.7%	0.0%	-	-	-	-	*	7.1%	*
At/Above Criterion for All Examinees	2019-20	35.7%	22.7%	*	-	-	*	-	*	-	-	-	*	-
	2018-19	36.1%	35.7%	*	-	*	-	-	-	-	-	-	*	-
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	975	*	-	-	*	-	*	-	-	-	*	-
	2018-19	1027	1019	*	-	*	-	-	-	-	-	-	*	-
English Language Arts and Writing	2019-20	513	504	*	-	-	*	-	*	-	-	-	*	-
	2018-19	517	518	*	-	*	-	-	-	-	-	-	*	-
Mathematics	2019-20	506	472	*	-	-	*	-	*	-	-	-	*	-
	2018-19	510	502	*	-	*	-	-	-	-	-	-	*	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	20	*	-	-	*	-	-	-	-	-	*	-
	2018-19	21	20	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2019-20	20	21	*	-	-	*	-	-	-	-	-	*	-
	2018-19	20	20	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	20	19	*	-	-	*	-	-	-	-	-	*	-
	2018-19	20	20	-	-	-	-	-	-	-	-	-	-	-
Science	2019-20	21	21	*	-	-	*	-	-	-	-	-	*	-
	2018-19	21	21	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	39.1%	37.5%	*	25.0%	40.9%	-	-	-	*	-	48.4%	14.3%
	2018-19	44.6%	35.7%	14.0%	*	18.8%	14.8%	-	-	-	*	*	16.0%	*
English Language Arts	2019-20	18.2%	13.1%	0.0%	*	0.0%	0.0%	-	-	-	*	-	0.0%	0.0%
	2018-19	17.8%	12.9%	6.8%	*	0.0%	13.0%	-	-	-	*	*	8.7%	*
Mathematics	2019-20	20.7%	10.3%	7.1%	*	0.0%	15.8%	-	-	-	*	-	7.1%	0.0%
	2018-19	20.4%	13.0%	14.3%	*	30.0%	9.1%	-	-	-	*	*	16.7%	*
Science	2019-20	22.4%	21.4%	38.9%	*	33.3%	31.3%	-	-	-	*	-	48.0%	20.0%
	2018-19	21.7%	17.2%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Social Studies	2019-20	24.6%	18.4%	4.8%	*	0.0%	10.5%	-	-	-	*	-	6.9%	0.0%
	2018-19	23.6%	19.9%	2.9%	*	0.0%	4.8%	-	-	-	*	*	5.0%	*
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	85.0%	58.1%	*	50.0%	60.0%	-	-	-	*	-	60.0%	*
	2018-19	59.0%	89.1%	55.0%	*	50.0%	50.0%	-	-	-	-	*	42.9%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	47.4%	20.0%	*	16.7%	25.0%	-	-	-	-	*	7.1%	*
	2017-18	53.4%	44.0%	10.3%	*	0.0%	18.8%	-	-	-	*	*	0.0%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	37.4%	*	-	-	*	-	-	-	-	-	-	-
	2017-18	60.7%	54.0%	*	-	-	*	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Student Information (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	32	100.0%	4,014	5,359,040	32	100.0%	4,025	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	3.7%	0	0.0%	4.3%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 5	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	8.0%	7.9%
Grade 9	1	3.1%	8.1%	8.1%	1	3.1%	8.1%	8.1%
Grade 10	7	21.9%	8.2%	7.8%	7	21.9%	8.2%	7.8%
Grade 11	15	46.9%	6.7%	7.2%	15	46.9%	6.7%	7.2%
Grade 12	9	28.1%	7.0%	6.8%	9	28.1%	7.0%	6.8%
Ethnic Distribution:								
African American	1	3.1%	4.5%	12.7%	1	3.1%	4.4%	12.7%
Hispanic	14	43.8%	50.9%	52.9%	14	43.8%	50.9%	52.9%
White	17	53.1%	41.3%	26.5%	17	53.1%	41.3%	26.5%
American Indian	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Asian	0	0.0%	0.4%	4.7%	0	0.0%	0.4%	4.7%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	2.3%	2.7%	0	0.0%	2.3%	2.7%
Sex:								
Female	15	46.9%	48.7%	48.9%	15	46.9%	48.6%	48.9%
Male	17	53.1%	51.3%	51.1%	17	53.1%	51.4%	51.1%
Economically Disadvantaged	25	78.1%	75.3%	60.3%	25	78.1%	75.3%	60.2%
Non-Educationally Disadvantaged	7	21.9%	24.7%	39.7%	7	21.9%	24.7%	39.8%
Section 504 Students	4	12.5%	7.6%	7.2%	4	12.5%	7.6%	7.2%
EB Students/EL	4	12.5%	21.8%	20.7%	4	12.5%	21.9%	20.6%
Students w/ Disciplinary Placements (2019-20)	6	11.1%	2.4%	1.2%				
Students w/ Dyslexia	3	9.4%	5.4%	4.5%	3	9.4%	5.4%	4.5%
Foster Care	0	0.0%	0.7%	0.3%	0	0.0%	0.7%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	1.0%	1.1%	0	0.0%	1.0%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	45.5%	64.5%	0	0.0%	45.5%	64.5%
Military Connected	0	0.0%	0.7%	2.7%	0	0.0%	0.7%	2.7%
At-Risk	29	90.6%	52.6%	49.2%	29	90.6%	52.6%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	4	12.5%	21.2%	21.0%	4	12.5%	21.2%	20.9%
Gifted and Talented Education	0	0.0%	6.3%	8.3%	0	0.0%	6.3%	8.3%
Special Education	2	6.3%	11.5%	11.1%	2	6.3%	11.6%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	29.3%	42.5%				
Students with Physical Disabilities	**	**	40.7%	21.3%				
Students with Autism	**	**	**	14.1%				
Students with Behavioral Disabilities	*	*	20.2%	20.6%				
Students with Non-Categorical Early Childhood	**	**	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	39	72.2%	11.6%	13.8%				
By Ethnicity:								
African American	1	1.9%	0.8%	2.8%				
Hispanic	12	22.2%	4.5%	7.1%				
White	23	42.6%	6.0%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	5.6%	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	2	100.0%	13.3%	16.5%				
Count and Percent of EB Students/EL who are Mobile	5	71.4%	8.4%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	29	70.7%	10.9%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	16	84.2%	11.3%	16.6%				

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

Texas Education Agency
2020-21 Student Information (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.8	17.7
Grade 1	-	17.8	18.0
Grade 2	-	17.7	18.0
Grade 3	-	18.9	18.2
Grade 4	-	18.8	18.3
Grade 5	-	19.0	19.8
Grade 6	-	23.6	19.4
Secondary:			
English/Language Arts	4.0	15.1	15.7
Foreign Languages	-	20.7	17.8
Mathematics	8.0	18.2	16.9
Science	4.3	20.1	17.9
Social Studies	6.5	20.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	16.9	100.0%	100.0%	100.0%
Professional Staff:	11.0	65.3%	64.3%	64.3%
Teachers	9.0	53.5%	52.0%	49.6%
Professional Support	1.0	5.9%	7.3%	10.6%
Campus Administration (School Leadership)	1.0	5.9%	3.4%	3.0%
Educational Aides:	5.9	34.7%	18.1%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	9.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	2.5	14.5%	22.4%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.8%	11.1%
Hispanic	0.0	0.0%	10.7%	28.4%
White	8.5	94.5%	86.6%	56.9%
American Indian	0.5	5.5%	0.2%	0.3%
Asian	0.0	0.0%	0.4%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	7.0	77.9%	22.8%	23.8%
Females	2.0	22.1%	77.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	5.8	63.9%	79.2%	73.0%
Masters	3.3	36.1%	20.1%	25.0%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.8	8.6%	3.6%	6.7%
1-5 Years Experience	0.0	0.0%	22.4%	27.8%
6-10 Years Experience	1.0	11.1%	16.6%	20.3%
11-20 Years Experience	2.8	30.5%	31.0%	29.1%
21-30 Years Experience	4.0	44.2%	22.5%	13.0%
Over 30 Years Experience	0.5	5.5%	3.9%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	3.5	n/a	14.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	3.7	6.4
Average Years Experience of Principals with District	1.0	3.7	5.5
Average Years Experience of Assistant Principals	0.0	4.6	5.5
Average Years Experience of Assistant Principals with District	0.0	3.1	4.8
Average Years Experience of Teachers:	19.1	13.5	11.2
Average Years Experience of Teachers with District:	7.9	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,900	\$52,478	\$50,849
1-5 Years Experience	-	\$50,736	\$53,288
6-10 Years Experience	\$52,900	\$52,903	\$56,282
11-20 Years Experience	\$55,717	\$56,896	\$59,900
21-30 Years Experience	\$63,675	\$63,222	\$64,637
Over 30 Years Experience	\$66,607	\$65,983	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$59,027	\$56,470	\$57,641
Professional Support	\$70,809	\$65,832	\$68,030
Campus Administration (School Leadership)	\$79,055	\$75,532	\$83,424
Instructional Staff Percent:	n/a	74.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.4%	6.2%
Career and Technical Education	0.2	1.9%	6.4%	5.1%
Compensatory Education	7.1	78.8%	8.1%	2.8%
Gifted and Talented Education	0.0	0.0%	0.1%	1.8%
Regular Education	1.7	19.3%	72.6%	71.0%
Special Education	0.0	0.0%	5.1%	9.4%
Other	0.0	0.0%	5.3%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

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

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: KAUFMAN ISD

Campus Name: NORMAN J H

Campus Number: 129903041

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	52%	52%	31%	43%	66%	-	-	-	67%	27%	71%	51%	57%	50%	36%
	2019	68%	64%	64%	56%	61%	67%	-	*	*	*	33%	*	65%	60%	60%	55%
At Meets Grade Level or Above	2021	32%	23%	23%	8%	17%	34%	-	-	-	11%	9%	43%	23%	22%	21%	10%
	2019	37%	33%	33%	33%	26%	40%	-	*	*	*	22%	*	34%	32%	29%	22%
At Masters Grade Level	2021	15%	12%	12%	0%	7%	20%	-	-	-	11%	6%	29%	12%	10%	8%	2%
	2019	18%	11%	11%	11%	9%	11%	-	*	*	*	0%	*	12%	9%	9%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	75%	75%	62%	69%	82%	-	-	-	100%	42%	86%	74%	76%	73%	66%
	2019	81%	87%	87%	83%	86%	89%	-	*	*	*	63%	*	89%	82%	85%	83%
At Meets Grade Level or Above	2021	36%	39%	39%	23%	31%	50%	-	-	-	44%	18%	71%	36%	49%	35%	27%
	2019	47%	55%	55%	50%	54%	57%	-	*	*	*	33%	*	57%	49%	49%	50%
At Masters Grade Level	2021	15%	19%	19%	8%	12%	29%	-	-	-	11%	12%	43%	17%	22%	14%	8%
	2019	21%	26%	26%	28%	24%	28%	-	*	*	*	11%	*	26%	26%	21%	22%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	71%	71%	70%	65%	78%	*	*	-	86%	43%	100%	72%	66%	68%	58%
	2019	76%	71%	71%	92%	66%	74%	*	*	-	*	30%	*	71%	68%	68%	58%
At Meets Grade Level or Above	2021	45%	39%	39%	20%	30%	51%	*	*	-	86%	14%	33%	39%	40%	35%	21%
	2019	49%	37%	37%	15%	29%	48%	*	*	-	*	20%	*	38%	34%	32%	22%
At Masters Grade Level	2021	25%	21%	21%	0%	11%	36%	*	*	-	29%	0%	17%	21%	21%	17%	9%
	2019	29%	19%	19%	8%	15%	25%	*	*	-	*	10%	*	19%	21%	15%	12%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	63%	63%	50%	56%	73%	*	*	-	86%	26%	83%	65%	59%	60%	50%
	2019	75%	77%	77%	100%	71%	80%	*	*	-	*	50%	*	77%	75%	75%	64%
At Meets Grade Level or Above	2021	27%	32%	32%	10%	24%	41%	*	*	-	71%	6%	33%	33%	28%	29%	16%
	2019	43%	38%	38%	31%	34%	42%	*	*	-	*	30%	*	39%	35%	36%	29%
At Masters Grade Level	2021	12%	14%	14%	0%	8%	21%	*	*	-	57%	3%	0%	15%	11%	11%	4%
	2019	17%	13%	13%	8%	11%	14%	*	*	-	*	15%	*	12%	16%	12%	14%
Grade 7 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	63%	65%	65%	80%	60%	70%	*	*	-	75%	18%	67%	66%	62%	63%	50%
	2019	70%	67%	67%	85%	62%	70%	*	*	-	*	30%	*	67%	66%	63%	52%
At Meets Grade Level or Above	2021	33%	32%	32%	40%	24%	39%	*	*	-	50%	6%	17%	32%	32%	28%	18%
	2019	42%	31%	31%	23%	25%	38%	*	*	-	*	20%	*	30%	35%	28%	24%
At Masters Grade Level	2021	10%	8%	8%	0%	4%	16%	*	*	-	0%	0%	17%	8%	8%	8%	3%
	2019	18%	8%	8%	15%	4%	9%	*	*	-	*	10%	*	8%	6%	7%	6%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	77%	77%	71%	75%	79%	-	-	*	*	44%	80%	77%	73%	72%	66%
	2019	86%	87%	87%	85%	82%	94%	*	*	*	100%	58%	*	89%	82%	86%	83%
At Meets Grade Level or Above	2021	46%	44%	44%	43%	39%	51%	-	-	*	*	20%	40%	47%	35%	41%	25%
	2019	55%	49%	49%	31%	42%	59%	*	*	*	57%	19%	*	48%	52%	42%	35%
At Masters Grade Level	2021	21%	19%	19%	29%	15%	22%	-	-	*	*	0%	20%	19%	17%	18%	8%
	2019	28%	25%	25%	23%	21%	30%	*	*	*	29%	0%	*	25%	23%	21%	15%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	61%	61%	67%	64%	56%	-	-	*	*	24%	80%	63%	54%	57%	61%
	2019	88%	88%	88%	85%	86%	90%	*	-	*	100%	52%	*	90%	81%	87%	90%
At Meets Grade Level or Above	2021	36%	26%	26%	33%	28%	21%	-	-	*	*	8%	60%	26%	25%	24%	26%
	2019	57%	45%	45%	54%	37%	53%	*	-	*	83%	24%	*	47%	41%	40%	38%
At Masters Grade Level	2021	11%	3%	3%	0%	3%	3%	-	-	*	*	4%	20%	2%	6%	3%	0%
	2019	17%	9%	9%	8%	8%	10%	*	-	*	17%	12%	*	9%	7%	8%	7%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	74%	74%	64%	72%	79%	-	-	*	*	28%	80%	77%	67%	71%	63%
	2019	81%	84%	84%	62%	77%	94%	*	*	*	100%	58%	*	86%	78%	80%	83%
At Meets Grade Level or Above	2021	43%	46%	46%	43%	38%	56%	-	-	*	*	12%	40%	48%	40%	42%	28%
	2019	51%	51%	51%	38%	37%	67%	*	*	*	86%	27%	*	52%	48%	43%	35%
At Masters Grade Level	2021	24%	24%	24%	21%	18%	31%	-	-	*	*	4%	0%	25%	19%	20%	13%
	2019	25%	24%	24%	15%	21%	29%	*	*	*	29%	4%	*	24%	25%	20%	18%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	68%	68%	50%	65%	73%	-	-	*	*	36%	100%	69%	62%	65%	53%
	2019	69%	80%	80%	69%	74%	87%	*	*	*	100%	62%	*	81%	77%	77%	79%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	28%	37%	37%	29%	35%	40%	-	-	*	*	12%	60%	38%	32%	33%	29%
	2019	37%	46%	46%	38%	35%	58%	*	*	*	57%	35%	*	46%	45%	38%	36%
At Masters Grade Level	2021	14%	15%	15%	14%	12%	21%	-	-	*	*	4%	0%	16%	13%	13%	9%
	2019	21%	25%	25%	15%	21%	32%	*	*	*	14%	19%	*	25%	25%	19%	18%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	87%	100%	*	100%	100%	-	-	-	*	-	-	100%	100%	100%	100%
	2019	85%	90%	100%	-	100%	100%	-	*	-	*	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2021	41%	53%	95%	*	88%	100%	-	-	-	*	-	-	98%	80%	98%	89%
	2019	61%	66%	100%	-	100%	100%	-	*	-	*	*	*	100%	100%	100%	100%
At Masters Grade Level	2021	23%	27%	63%	*	42%	81%	-	-	-	*	-	-	62%	70%	58%	56%
	2019	37%	38%	81%	-	78%	84%	-	*	-	*	*	*	87%	55%	76%	88%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	70%	68%	61%	64%	74%	67%	88%	*	83%	32%	83%	69%	65%	65%	56%
	2019	78%	78%	79%	79%	74%	83%	71%	100%	100%	93%	50%	75%	80%	74%	76%	71%
At Meets Grade Level or Above	2021	41%	41%	37%	29%	31%	45%	50%	63%	*	52%	11%	44%	38%	34%	34%	22%
	2019	50%	46%	44%	35%	36%	53%	43%	78%	50%	65%	26%	53%	45%	42%	38%	33%
At Masters Grade Level	2021	18%	18%	16%	10%	11%	24%	17%	13%	*	21%	4%	17%	17%	15%	14%	7%
	2019	24%	20%	19%	15%	16%	23%	7%	33%	17%	33%	9%	36%	20%	18%	15%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	67%	66%	57%	61%	74%	*	*	*	74%	38%	83%	67%	65%	63%	53%
	2019	75%	73%	74%	75%	69%	78%	*	*	*	92%	41%	67%	76%	69%	71%	64%
At Meets Grade Level or Above	2021	45%	42%	35%	24%	28%	46%	*	*	*	47%	14%	39%	36%	33%	32%	18%
	2019	48%	41%	40%	27%	32%	49%	*	*	*	54%	21%	58%	40%	39%	34%	26%
At Masters Grade Level	2021	18%	17%	17%	11%	11%	26%	*	*	*	16%	2%	22%	17%	16%	15%	6%
	2019	21%	15%	18%	14%	15%	22%	*	*	*	38%	3%	33%	19%	17%	15%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	71%	69%	62%	65%	74%	*	*	*	89%	31%	83%	70%	65%	66%	60%
	2019	82%	84%	85%	89%	81%	87%	*	*	*	92%	56%	75%	86%	80%	83%	79%
At Meets Grade Level or Above	2021	37%	39%	37%	27%	31%	44%	*	*	*	58%	11%	56%	37%	36%	34%	25%
	2019	52%	50%	50%	45%	45%	55%	*	*	*	77%	30%	50%	52%	45%	44%	41%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	19%	16%	5%	10%	25%	*	*	*	32%	6%	22%	16%	16%	13%	6%
	2019	26%	24%	21%	16%	18%	25%	*	*	*	38%	14%	42%	21%	20%	17%	17%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	64%	65%	80%	60%	70%	*	*	-	75%	18%	67%	66%	62%	63%	50%
	2019	68%	61%	67%	85%	62%	70%	*	*	-	*	30%	*	67%	66%	63%	52%
At Meets Grade Level or Above	2021	30%	29%	32%	40%	24%	39%	*	*	-	50%	6%	17%	32%	32%	28%	18%
	2019	38%	27%	31%	23%	25%	38%	*	*	-	*	20%	*	30%	35%	28%	24%
At Masters Grade Level	2021	9%	7%	8%	0%	4%	16%	*	*	-	0%	0%	17%	8%	8%	8%	3%
	2019	14%	6%	8%	15%	4%	9%	*	*	-	*	10%	*	8%	6%	7%	6%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	76%	74%	64%	72%	79%	-	-	*	*	28%	80%	77%	67%	71%	63%
	2019	81%	87%	84%	62%	77%	94%	*	*	*	100%	58%	*	86%	78%	80%	83%
At Meets Grade Level or Above	2021	44%	43%	46%	43%	38%	56%	-	-	*	*	12%	40%	48%	40%	42%	28%
	2019	54%	56%	51%	38%	37%	67%	*	*	*	86%	27%	*	52%	48%	43%	35%
At Masters Grade Level	2021	20%	18%	24%	21%	18%	31%	-	-	*	*	4%	0%	25%	19%	20%	13%
	2019	25%	24%	24%	15%	21%	29%	*	*	*	29%	4%	*	24%	25%	20%	18%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	78%	68%	50%	65%	73%	-	-	*	*	36%	100%	69%	62%	65%	53%
	2019	81%	87%	80%	69%	74%	87%	*	*	*	100%	62%	*	81%	77%	77%	79%
At Meets Grade Level or Above	2021	49%	51%	37%	29%	35%	40%	-	-	*	*	12%	60%	38%	32%	33%	29%
	2019	55%	54%	46%	38%	35%	58%	*	*	*	57%	35%	*	46%	45%	38%	36%
At Masters Grade Level	2021	29%	28%	15%	14%	12%	21%	-	-	*	*	4%	0%	16%	13%	13%	9%
	2019	33%	28%	25%	15%	21%	32%	*	*	*	14%	19%	*	25%	25%	19%	18%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	39	39	44	35	40	-	*	*	*	39	*	37	44	38	30
	2018	47	47	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics	2019	54	68	68	75	66	68	-	*	*	*	41	*	67	70	65	60
	2018	56	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 ELA/Reading	2019	77	73	73	62	72	74	*	*	-	*	55	*	71	79	71	70
	2018	76	75	75	79	81	69	*	-	*	64	67	*	75	73	74	82
Grade 7 Mathematics	2019	62	51	51	62	46	55	*	*	-	*	50	*	50	57	51	52
	2018	67	68	68	63	71	65	*	-	*	71	66	90	68	67	67	71
Grade 8 ELA/Reading	2019	77	79	79	73	81	78	*	-	*	79	66	*	80	76	80	80
	2018	79	76	76	78	75	77	*	-	-	78	65	*	77	71	76	71
Grade 8 Mathematics	2019	82	85	85	81	86	83	*	-	*	92	67	*	84	88	85	87
	2018	81	86	86	100	83	90	*	-	-	75	74	*	85	89	86	79
End of Course Algebra I	2019	75	76	84	-	78	88	-	-	-	*	*	*	88	61	78	88
	2018	72	72	100	-	100	100	*	-	-	*	-	*	100	100	100	100
All Grades Both Subjects	2019	69	71	66	65	64	67	69	*	*	85	53	52	65	68	64	63
	2018	69	72	77	79	78	75	60	-	*	75	68	93	77	75	76	76
All Grades ELA/Reading	2019	68	69	63	58	63	64	*	*	*	85	53	42	63	65	63	60
	2018	69	68	75	79	78	73	40	-	*	72	66	93	76	72	75	77
All Grades Mathematics	2019	70	73	68	73	65	70	*	*	*	85	53	63	67	70	66	65
	2018	70	77	78	79	79	78	80	-	*	78	69	94	78	78	77	75

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content- Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	70%	68%	-	-	-	-	-	-	49%	-	49%	-	71%	73%	49%	87%
	2019	78%	78%	79%	-	-	-	-	-	-	55%	-	55%	-	83%		55%	
At Meets Grade Level or Above	2021	41%	41%	37%	-	-	-	-	-	-	16%	-	16%	-	21%	42%	16%	55%
	2019	50%	46%	44%	-	-	-	-	-	-	11%	-	11%	-	17%		11%	
At Masters Grade Level	2021	18%	18%	16%	-	-	-	-	-	-	5%	-	5%	-	0%	20%	5%	18%
	2019	24%	20%	19%	-	-	-	-	-	-	3%	-	3%	-	0%		3%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	67%	66%	-	-	-	-	-	-	46%	-	46%	-	50%	71%	46%	88%
	2019	75%	73%	74%	-	-	-	-	-	-	45%	-	45%	-	*		45%	
At Meets Grade Level or Above	2021	45%	42%	35%	-	-	-	-	-	-	13%	-	13%	-	17%	42%	13%	52%
	2019	48%	41%	40%	-	-	-	-	-	-	4%	-	4%	-	*		4%	
At Masters Grade Level	2021	18%	17%	17%	-	-	-	-	-	-	4%	-	4%	-	0%	21%	4%	23%
	2019	21%	15%	18%	-	-	-	-	-	-	1%	-	1%	-	*		1%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	71%	69%	-	-	-	-	-	-	53%	-	53%	-	83%	73%	54%	88%
	2019	82%	84%	85%	-	-	-	-	-	-	67%	-	67%	-	*		67%	
At Meets Grade Level or Above	2021	37%	39%	37%	-	-	-	-	-	-	18%	-	18%	-	17%	42%	18%	58%
	2019	52%	50%	50%	-	-	-	-	-	-	22%	-	22%	-	*		22%	
At Masters Grade Level	2021	18%	19%	16%	-	-	-	-	-	-	5%	-	5%	-	0%	20%	5%	12%
	2019	26%	24%	21%	-	-	-	-	-	-	6%	-	6%	-	*		6%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	64%	65%	-	-	-	-	-	-	42%	-	42%	-	*	72%	43%	94%
	2019	68%	61%	67%	-	-	-	-	-	-	35%	-	35%	-	-		35%	
At Meets Grade Level or Above	2021	30%	29%	32%	-	-	-	-	-	-	12%	-	12%	-	*	38%	13%	56%
	2019	38%	27%	31%	-	-	-	-	-	-	3%	-	3%	-	-		3%	
At Masters Grade Level	2021	9%	7%	8%	-	-	-	-	-	-	4%	-	4%	-	*	10%	3%	0%
	2019	14%	6%	8%	-	-	-	-	-	-	0%	-	0%	-	-		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	76%	74%	-	-	-	-	-	-	55%	-	55%	-	-	78%	55%	90%
	2019	81%	87%	84%	-	-	-	-	-	-	71%	-	71%	-	*		72%	
At Meets Grade Level or Above	2021	44%	43%	46%	-	-	-	-	-	-	22%	-	22%	-	-	52%	22%	55%
	2019	54%	56%	51%	-	-	-	-	-	-	9%	-	9%	-	*		8%	
At Masters Grade Level	2021	20%	18%	24%	-	-	-	-	-	-	10%	-	10%	-	-	27%	10%	29%
	2019	25%	24%	24%	-	-	-	-	-	-	3%	-	3%	-	*		3%	
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content- Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	78%	68%	-	-	-	-	-	-	47%	-	47%	-	-	73%	47%	74%
	2019	81%	87%	80%	-	-	-	-	-	-	66%	-	66%	-	*		67%	
At Meets Grade Level or Above	2021	49%	51%	37%	-	-	-	-	-	-	23%	-	23%	-	-	38%	23%	55%
	2019	55%	54%	46%	-	-	-	-	-	-	6%	-	6%	-	*		6%	
At Masters Grade Level	2021	29%	28%	15%	-	-	-	-	-	-	7%	-	7%	-	-	17%	7%	19%
	2019	33%	28%	25%	-	-	-	-	-	-	0%	-	0%	-	*		0%	

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- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	100%	100%	100%	100%	100%	100%	*	100%	97%	100%	100%	100%	100%	100%
Included in Accountability	83%	94%	96%	97%	96%	97%	60%	100%	*	100%	97%	93%	98%	89%	98%	95%
Not Included in Accountability: Mobile	3%	3%	3%	3%	2%	3%	40%	0%	*	0%	0%	7%	1%	8%	2%	1%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	0%	0%	*	0%	0%	0%	0%	3%	1%	3%
Not Tested	12%	1%	0%	0%	0%	0%	0%	0%	*	0%	3%	0%	0%	0%	0%	0%
Absent	2%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	1%	0%	0%	0%	0%	0%	0%	*	0%	3%	0%	0%	0%	0%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	99%	100%	100%	100%	100%	98%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	91%	96%	95%	100%	100%	100%	91%	92%	95%	98%	88%	96%	97%
Not Included in Accountability: Mobile	4%	4%	4%	9%	3%	4%	0%	0%	0%	9%	5%	5%	2%	10%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	2%	0%	1%
Not Tested	1%	0%	0%	0%	0%	1%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.4%	98.4%	98.5%	98.6%	98.1%	*	*	*	99.3%	97.4%	98.3%	98.5%
2018-19	95.4%	95.4%	95.3%	95.2%	96.1%	94.4%	96.4%	*	*	96.0%	93.2%	95.0%	96.0%
Chronic Absenteeism													
2019-20	6.7%	8.1%	8.3%	10.6%	6.6%	10.3%	20.0%	0.0%	*	0.0%	16.8%	8.7%	7.3%
2018-19	11.4%	11.4%	11.3%	15.7%	7.3%	15.5%	0.0%	*	*	8.3%	25.0%	12.6%	8.2%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	93.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	92.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	301	360,220
By Ethnicity:				
African American	-	-	19	44,729
Hispanic	-	-	132	184,060
White	-	-	142	105,215
American Indian	-	-	0	1,226
Asian	-	-	1	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	15	49,535
Foundation H.S. Program (Endorsement)	-	-	3	15,689
Foundation H.S. Program (DLA)	-	-	283	292,532
Special Education Graduates	-	-	16	29,018
Economically Disadvantaged Graduates	-	-	200	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	20	29,639
At-Risk Graduates	-	-	233	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	981	100.0%	4,014	5,359,040	982	100.0%	4,025	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	3.7%	0	0.0%	4.3%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 5	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 6	328	33.4%	8.2%	7.7%	328	33.4%	8.1%	7.7%
Grade 7	334	34.0%	8.3%	7.9%	334	34.0%	8.3%	7.8%
Grade 8	319	32.5%	7.9%	7.9%	320	32.6%	8.0%	7.9%
Grade 9	0	0.0%	8.1%	8.1%	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	8.2%	7.8%	0	0.0%	8.2%	7.8%
Grade 11	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 12	0	0.0%	7.0%	6.8%	0	0.0%	7.0%	6.8%
Ethnic Distribution:								
African American	42	4.3%	4.5%	12.7%	42	4.3%	4.4%	12.7%
Hispanic	505	51.5%	50.9%	52.9%	505	51.4%	50.9%	52.9%
White	405	41.3%	41.3%	26.5%	406	41.3%	41.3%	26.5%
American Indian	2	0.2%	0.4%	0.3%	2	0.2%	0.4%	0.3%
Asian	5	0.5%	0.4%	4.7%	5	0.5%	0.4%	4.7%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	21	2.1%	2.3%	2.7%	21	2.1%	2.3%	2.7%
Sex:								
Female	491	50.1%	48.7%	48.9%	491	50.0%	48.6%	48.9%
Male	490	49.9%	51.3%	51.1%	491	50.0%	51.4%	51.1%
Economically Disadvantaged	791	80.6%	75.3%	60.3%	792	80.7%	75.3%	60.2%
Non-Educationally Disadvantaged	190	19.4%	24.7%	39.7%	190	19.3%	24.7%	39.8%
Section 504 Students	98	10.0%	7.6%	7.2%	98	10.0%	7.6%	7.2%
EB Students/EL	238	24.3%	21.8%	20.7%	238	24.2%	21.9%	20.6%
Students w/ Disciplinary Placements (2019-20)	30	2.9%	2.4%	1.2%				
Students w/ Dyslexia	71	7.2%	5.4%	4.5%	71	7.2%	5.4%	4.5%
Foster Care	5	0.5%	0.7%	0.3%	5	0.5%	0.7%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	7	0.7%	1.0%	1.1%	7	0.7%	1.0%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	45.5%	64.5%	0	0.0%	45.5%	64.5%
Military Connected	7	0.7%	0.7%	2.7%	7	0.7%	0.7%	2.7%
At-Risk	610	62.2%	52.6%	49.2%	611	62.2%	52.6%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	232	23.6%	21.2%	21.0%	232	23.6%	21.2%	20.9%
Gifted and Talented Education	73	7.4%	6.3%	8.3%	73	7.4%	6.3%	8.3%
Special Education	104	10.6%	11.5%	11.1%	105	10.7%	11.6%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	104							
By Type of Primary Disability								
Students with Intellectual Disabilities	36	34.6%	29.3%	42.5%				
Students with Physical Disabilities	28	26.9%	40.7%	21.3%				
Students with Autism	8	7.7%	**	14.1%				
Students with Behavioral Disabilities	32	30.8%	20.2%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	80	7.8%	11.6%	13.8%				
By Ethnicity:								
African American	5	0.5%	0.8%	2.8%				
Hispanic	38	3.7%	4.5%	7.1%				
White	34	3.3%	6.0%	3.1%				
American Indian	1	0.1%	0.1%	0.1%				
Asian	1	0.1%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	11	10.9%	13.3%	16.5%				
Count and Percent of EB Students/EL who are Mobile	21	9.0%	8.4%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	54	6.9%	10.9%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	54	8.2%	11.3%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.3%	1.4%	-	4.4%	4.8%
Grade 1	-	0.9%	1.9%	-	0.0%	3.2%
Grade 2	-	0.5%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	1.3%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.8	17.7
Grade 1	-	17.8	18.0
Grade 2	-	17.7	18.0
Grade 3	-	18.9	18.2
Grade 4	-	18.8	18.3
Grade 5	-	19.0	19.8
Grade 6	23.6	23.6	19.4
Secondary:			
English/Language Arts	17.9	15.1	15.7
Foreign Languages	-	20.7	17.8
Mathematics	19.8	18.2	16.9
Science	21.4	20.1	17.9
Social Studies	21.9	20.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	81.6	100.0%	100.0%	100.0%
Professional Staff:	67.0	82.2%	64.3%	64.3%
Teachers	61.0	74.8%	52.0%	49.6%
Professional Support	3.0	3.7%	7.3%	10.6%
Campus Administration (School Leadership)	3.0	3.7%	3.4%	3.0%
Educational Aides:	14.6	17.8%	18.1%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	2.0	n/a	9.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	18.2	22.3%	22.4%	51.5%
Teachers by Ethnicity:				
African American	2.0	3.3%	1.8%	11.1%
Hispanic	3.5	5.8%	10.7%	28.4%
White	54.5	89.3%	86.6%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.4%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.6%	0.4%	1.2%
Teachers by Sex:				
Males	22.2	36.3%	22.8%	23.8%
Females	38.9	63.7%	77.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	47.5	77.8%	79.2%	73.0%
Masters	13.5	22.2%	20.1%	25.0%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.5	5.8%	3.6%	6.7%
1-5 Years Experience	15.8	25.9%	22.4%	27.8%
6-10 Years Experience	7.5	12.3%	16.6%	20.3%
11-20 Years Experience	18.2	29.9%	31.0%	29.1%
21-30 Years Experience	13.0	21.3%	22.5%	13.0%
Over 30 Years Experience	3.0	4.9%	3.9%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	16.1	n/a	14.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	3.7	6.4
Average Years Experience of Principals with District	1.0	3.7	5.5
Average Years Experience of Assistant Principals	6.5	4.6	5.5
Average Years Experience of Assistant Principals with District	1.5	3.1	4.8
Average Years Experience of Teachers:	13.0	13.5	11.2
Average Years Experience of Teachers with District:	9.1	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,714	\$52,478	\$50,849
1-5 Years Experience	\$51,448	\$50,736	\$53,288
6-10 Years Experience	\$52,376	\$52,903	\$56,282
11-20 Years Experience	\$56,903	\$56,896	\$59,900
21-30 Years Experience	\$63,108	\$63,222	\$64,637
Over 30 Years Experience	\$67,600	\$65,983	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$56,658	\$56,470	\$57,641
Professional Support	\$60,896	\$65,832	\$68,030
Campus Administration (School Leadership)	\$72,321	\$75,532	\$83,424
Instructional Staff Percent:	n/a	74.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.6%	2.4%	6.2%
Career and Technical Education	0.9	1.4%	6.4%	5.1%
Compensatory Education	0.0	0.0%	8.1%	2.8%
Gifted and Talented Education	0.0	0.0%	0.1%	1.8%
Regular Education	52.2	85.6%	72.6%	71.0%
Special Education	3.1	5.0%	5.1%	9.4%
Other	3.9	6.3%	5.3%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

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

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: KAUFMAN ISD

Campus Name: HELEN EDWARD EARLY CHILDHOOD CENTE

Campus Number: 129903105

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2018-19 STAAR Performance (TAPR)
HELEN EDWARD EARLY CHILDHOOD CENTE (129903105) - KAUFMAN ISD - KAUFMAN COUNTY

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

Texas Education Agency
2020-21 Progress (TAPR)
HELEN EDWARD EARLY CHILDHOOD CENTE (129903105) - KAUFMAN ISD - KAUFMAN COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
HELEN EDWARD EARLY CHILDHOOD CENTE (129903105) - KAUFMAN ISD - KAUFMAN COUNTY

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
HELEN EDWARD EARLY CHILDHOOD CENTE (129903105) - KAUFMAN ISD - KAUFMAN COUNTY

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

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HELEN EDWARD EARLY CHILDHOOD CENTE (129903105) - KAUFMAN ISD - KAUFMAN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Graduation Profile (TAPR)
HELEN EDWARD EARLY CHILDHOOD CENTE (129903105) - KAUFMAN ISD - KAUFMAN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	301	360,220
By Ethnicity:				
African American	-	-	19	44,729
Hispanic	-	-	132	184,060
White	-	-	142	105,215
American Indian	-	-	0	1,226
Asian	-	-	1	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	15	49,535
Foundation H.S. Program (Endorsement)	-	-	3	15,689
Foundation H.S. Program (DLA)	-	-	283	292,532
Special Education Graduates	-	-	16	29,018
Economically Disadvantaged Graduates	-	-	200	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	20	29,639
At-Risk Graduates	-	-	233	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
HELEN EDWARD EARLY CHILDHOOD CENTE (129903105) - KAUFMAN ISD - KAUFMAN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
HELEN EDWARD EARLY CHILDHOOD CENTE (129903105) - KAUFMAN ISD - KAUFMAN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
HELEN EDWARD EARLY CHILDHOOD CENTE (129903105) - KAUFMAN ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	447	100.0%	4,014	5,359,040	450	100.0%	4,025	5,371,586
Students by Grade:								
Early Childhood Education	10	2.2%	0.2%	0.3%	11	2.4%	0.3%	0.4%
Pre-Kindergarten	171	38.3%	4.3%	3.7%	173	38.4%	4.3%	3.7%
Kindergarten	266	59.5%	6.6%	6.7%	266	59.1%	6.6%	6.7%
Grade 1	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 5	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	8.0%	7.9%
Grade 9	0	0.0%	8.1%	8.1%	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	8.2%	7.8%	0	0.0%	8.2%	7.8%
Grade 11	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 12	0	0.0%	7.0%	6.8%	0	0.0%	7.0%	6.8%
Ethnic Distribution:								
African American	19	4.3%	4.5%	12.7%	19	4.2%	4.4%	12.7%
Hispanic	245	54.8%	50.9%	52.9%	246	54.7%	50.9%	52.9%
White	156	34.9%	41.3%	26.5%	158	35.1%	41.3%	26.5%
American Indian	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Asian	3	0.7%	0.4%	4.7%	3	0.7%	0.4%	4.7%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	24	5.4%	2.3%	2.7%	24	5.3%	2.3%	2.7%
Sex:								
Female	215	48.1%	48.7%	48.9%	216	48.0%	48.6%	48.9%
Male	232	51.9%	51.3%	51.1%	234	52.0%	51.4%	51.1%
Economically Disadvantaged	372	83.2%	75.3%	60.3%	374	83.1%	75.3%	60.2%
Non-Educationally Disadvantaged	75	16.8%	24.7%	39.7%	76	16.9%	24.7%	39.8%
Section 504 Students	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.2%
EB Students/EL	115	25.7%	21.8%	20.7%	115	25.6%	21.9%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	2.4%	1.2%				
Students w/ Dyslexia	1	0.2%	5.4%	4.5%	1	0.2%	5.4%	4.5%
Foster Care	6	1.3%	0.7%	0.3%	6	1.3%	0.7%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
HELEN EDWARD EARLY CHILDHOOD CENTE (129903105) - KAUFMAN ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	14	3.1%	1.0%	1.1%	14	3.1%	1.0%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	447	100.0%	45.5%	64.5%	450	100.0%	45.5%	64.5%
Military Connected	4	0.9%	0.7%	2.7%	4	0.9%	0.7%	2.7%
At-Risk	146	32.7%	52.6%	49.2%	146	32.4%	52.6%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	113	25.3%	21.2%	21.0%	113	25.1%	21.2%	20.9%
Gifted and Talented Education	0	0.0%	6.3%	8.3%	0	0.0%	6.3%	8.3%
Special Education	59	13.2%	11.5%	11.1%	62	13.8%	11.6%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	59							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	29.3%	42.5%				
Students with Physical Disabilities	39	66.1%	40.7%	21.3%				
Students with Autism	10	16.9%	**	14.1%				
Students with Behavioral Disabilities	**	**	20.2%	20.6%				
Students with Non-Categorical Early Childhood	*	*	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	0	0.0%	11.6%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.8%	2.8%				
Hispanic	0	0.0%	4.5%	7.1%				
White	0	0.0%	6.0%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	13.3%	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	8.4%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	0	0.0%	10.9%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	22	12.0%	11.3%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
HELEN EDWARD EARLY CHILDHOOD CENTE (129903105) - KAUFMAN ISD - KAUFMAN COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.3%	1.3%	1.4%	4.4%	4.4%	4.8%
Grade 1	-	0.9%	1.9%	-	0.0%	3.2%
Grade 2	-	0.5%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	1.3%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.8	19.8	17.7
Grade 1	-	17.8	18.0
Grade 2	-	17.7	18.0
Grade 3	-	18.9	18.2
Grade 4	-	18.8	18.3
Grade 5	-	19.0	19.8
Grade 6	-	23.6	19.4
Secondary:			
English/Language Arts	-	15.1	15.7
Foreign Languages	-	20.7	17.8
Mathematics	-	18.2	16.9
Science	-	20.1	17.9
Social Studies	-	20.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
HELEN EDWARD EARLY CHILDHOOD CENTE (129903105) - KAUFMAN ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	62.1	100.0%	100.0%	100.0%
Professional Staff:	38.4	61.8%	64.3%	64.3%
Teachers	32.4	52.2%	52.0%	49.6%
Professional Support	4.0	6.4%	7.3%	10.6%
Campus Administration (School Leadership)	2.0	3.2%	3.4%	3.0%
Educational Aides:	23.7	38.2%	18.1%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	9.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	11.6	18.7%	22.4%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.8%	11.1%
Hispanic	4.0	12.3%	10.7%	28.4%
White	28.4	87.7%	86.6%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.4%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	1.0	3.1%	22.8%	23.8%
Females	31.4	96.9%	77.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	25.0	77.2%	79.2%	73.0%
Masters	7.4	22.8%	20.1%	25.0%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.4	4.3%	3.6%	6.7%
1-5 Years Experience	10.0	30.9%	22.4%	27.8%
6-10 Years Experience	8.0	24.7%	16.6%	20.3%
11-20 Years Experience	7.0	21.6%	31.0%	29.1%
21-30 Years Experience	6.0	18.5%	22.5%	13.0%
Over 30 Years Experience	0.0	0.0%	3.9%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
HELEN EDWARD EARLY CHILDHOOD CENTE (129903105) - KAUFMAN ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.8	n/a	14.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	3.7	6.4
Average Years Experience of Principals with District	7.0	3.7	5.5
Average Years Experience of Assistant Principals	5.0	4.6	5.5
Average Years Experience of Assistant Principals with District	1.0	3.1	4.8
Average Years Experience of Teachers:	10.0	13.5	11.2
Average Years Experience of Teachers with District:	5.8	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,310	\$52,478	\$50,849
1-5 Years Experience	\$50,170	\$50,736	\$53,288
6-10 Years Experience	\$51,875	\$52,903	\$56,282
11-20 Years Experience	\$54,100	\$56,896	\$59,900
21-30 Years Experience	\$63,017	\$63,222	\$64,637
Over 30 Years Experience	-	\$65,983	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$53,998	\$56,470	\$57,641
Professional Support	\$66,160	\$65,832	\$68,030
Campus Administration (School Leadership)	\$72,289	\$75,532	\$83,424
Instructional Staff Percent:	n/a	74.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	6.2%	2.4%	6.2%
Career and Technical Education	0.0	0.0%	6.4%	5.1%
Compensatory Education	9.0	27.6%	8.1%	2.8%
Gifted and Talented Education	0.0	0.0%	0.1%	1.8%
Regular Education	18.5	57.1%	72.6%	71.0%
Special Education	2.9	9.1%	5.1%	9.4%
Other	0.0	0.0%	5.3%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
HELEN EDWARD EARLY CHILDHOOD CENTE (129903105) - KAUFMAN ISD - KAUFMAN COUNTY

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

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: KAUFMAN ISD

Campus Name: J W MONDAY EL

Campus Number: 129903110

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	66%	75%	*	67%	88%	-	-	-	60%	58%	-	75%	73%	69%	75%
	2019	76%	76%	77%	80%	78%	80%	-	-	-	*	78%	*	77%	78%	75%	70%
At Meets Grade Level or Above	2021	39%	37%	41%	*	40%	44%	-	-	-	40%	17%	-	44%	27%	33%	45%
	2019	45%	38%	33%	20%	29%	43%	-	-	-	*	44%	*	33%	35%	31%	26%
At Masters Grade Level	2021	19%	17%	20%	*	17%	25%	-	-	-	20%	8%	-	21%	20%	14%	15%
	2019	27%	21%	20%	0%	16%	27%	-	-	-	*	11%	*	20%	17%	15%	22%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	58%	59%	*	58%	63%	-	-	-	40%	50%	-	63%	40%	57%	55%
	2019	79%	80%	77%	80%	73%	80%	-	-	-	*	67%	*	77%	78%	73%	65%
At Meets Grade Level or Above	2021	31%	24%	25%	*	21%	31%	-	-	-	20%	25%	-	27%	13%	19%	20%
	2019	49%	44%	39%	60%	33%	47%	-	-	-	*	44%	*	38%	43%	34%	22%
At Masters Grade Level	2021	14%	12%	15%	*	8%	25%	-	-	-	0%	8%	-	15%	13%	11%	10%
	2019	25%	16%	11%	0%	14%	10%	-	-	-	*	22%	*	11%	13%	10%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	67%	75%	*	74%	74%	-	-	-	*	67%	*	77%	69%	72%	73%
	2019	75%	70%	73%	*	67%	86%	-	-	-	50%	50%	*	75%	67%	68%	61%
At Meets Grade Level or Above	2021	36%	38%	41%	*	41%	41%	-	-	-	*	40%	*	45%	25%	36%	36%
	2019	44%	34%	28%	*	20%	40%	-	-	-	17%	38%	*	28%	29%	25%	12%
At Masters Grade Level	2021	17%	18%	20%	*	17%	22%	-	-	-	*	20%	*	18%	25%	15%	0%
	2019	22%	17%	13%	*	6%	23%	-	-	-	0%	13%	*	13%	13%	9%	3%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	71%	80%	*	87%	74%	-	-	-	*	73%	*	80%	81%	79%	95%
	2019	75%	72%	71%	*	61%	86%	-	-	-	67%	88%	*	71%	71%	65%	55%
At Meets Grade Level or Above	2021	36%	49%	49%	*	59%	44%	-	-	-	*	40%	*	58%	13%	45%	55%
	2019	48%	41%	42%	*	31%	57%	-	-	-	33%	50%	*	43%	38%	35%	24%
At Masters Grade Level	2021	21%	30%	33%	*	41%	26%	-	-	-	*	27%	*	38%	13%	28%	41%
	2019	28%	25%	26%	*	18%	34%	-	-	-	33%	25%	*	29%	17%	19%	15%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	62%	65%	*	63%	63%	-	-	-	*	40%	*	68%	56%	61%	64%
	2019	67%	56%	52%	*	37%	69%	-	-	-	67%	50%	*	53%	50%	45%	27%
At Meets Grade Level or Above	2021	27%	26%	30%	*	33%	26%	-	-	-	*	27%	*	32%	19%	25%	36%
	2019	35%	24%	16%	*	6%	26%	-	-	-	17%	25%	*	14%	21%	10%	3%
At Masters Grade Level	2021	8%	7%	6%	*	7%	7%	-	-	-	*	7%	*	6%	6%	3%	5%
	2019	11%	4%	1%	*	0%	3%	-	-	-	0%	13%	*	1%	0%	0%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	73%	71%	*	67%	74%	-	-	-	*	44%	100%	71%	68%	71%	50%
	2019	86%	85%	86%	*	82%	91%	*	-	-	*	86%	*	95%	67%	82%	73%
At Meets Grade Level or Above	2021	46%	49%	53%	*	51%	61%	-	-	-	*	44%	100%	53%	53%	49%	36%
	2019	54%	42%	48%	*	38%	62%	*	-	-	*	29%	*	55%	33%	44%	31%
At Masters Grade Level	2021	30%	32%	35%	*	39%	35%	-	-	-	*	22%	80%	36%	32%	37%	27%
	2019	29%	22%	24%	*	20%	29%	*	-	-	*	0%	*	26%	19%	22%	12%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	74%	68%	*	69%	71%	-	-	-	*	44%	100%	68%	68%	66%	64%
	2019	90%	93%	95%	*	96%	94%	*	-	-	*	100%	*	98%	89%	96%	92%
At Meets Grade Level or Above	2021	44%	44%	44%	*	37%	58%	-	-	-	*	33%	100%	39%	58%	37%	36%
	2019	58%	56%	62%	*	58%	65%	*	-	-	*	43%	*	69%	48%	59%	46%
At Masters Grade Level	2021	25%	24%	22%	*	18%	32%	-	-	-	*	22%	60%	21%	26%	18%	14%
	2019	36%	37%	46%	*	42%	47%	*	-	-	*	29%	*	53%	30%	43%	35%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	69%	68%	*	67%	71%	-	-	-	*	56%	100%	68%	68%	67%	55%
	2019	75%	81%	81%	*	73%	91%	*	-	-	*	86%	*	90%	63%	78%	65%
At Meets Grade Level or Above	2021	31%	29%	29%	*	25%	35%	-	-	-	*	33%	80%	25%	42%	28%	23%
	2019	49%	56%	64%	*	53%	74%	*	-	-	*	29%	*	74%	41%	63%	50%
At Masters Grade Level	2021	13%	10%	6%	*	6%	6%	-	-	-	*	22%	40%	8%	0%	8%	5%
	2019	24%	26%	31%	*	24%	38%	*	-	-	*	0%	*	36%	19%	28%	23%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	70%	70%	73%	69%	72%	-	-	-	64%	55%	90%	71%	66%	68%	66%
	2019	78%	78%	76%	80%	70%	85%	*	-	-	68%	75%	79%	78%	70%	72%	62%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	41%	39%	27%	38%	43%	-	-	-	24%	32%	81%	40%	33%	34%	36%
	2019	50%	46%	41%	52%	33%	52%	*	-	-	32%	38%	46%	43%	36%	37%	26%
At Masters Grade Level	2021	18%	18%	20%	10%	19%	23%	-	-	-	12%	17%	48%	20%	17%	17%	15%
	2019	24%	20%	21%	20%	17%	27%	*	-	-	18%	14%	29%	23%	16%	18%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	67%	74%	91%	69%	79%	-	-	-	70%	58%	86%	75%	70%	71%	66%
	2019	75%	73%	78%	80%	75%	86%	*	-	-	50%	71%	78%	81%	70%	75%	67%
At Meets Grade Level or Above	2021	45%	42%	45%	36%	44%	49%	-	-	-	30%	33%	86%	47%	36%	39%	39%
	2019	48%	41%	36%	40%	28%	48%	*	-	-	17%	38%	44%	38%	32%	33%	22%
At Masters Grade Level	2021	18%	17%	25%	18%	24%	28%	-	-	-	20%	17%	57%	25%	26%	22%	14%
	2019	21%	15%	18%	20%	14%	26%	*	-	-	0%	8%	11%	19%	16%	15%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	71%	69%	55%	71%	69%	-	-	-	50%	58%	100%	70%	64%	67%	72%
	2019	82%	84%	81%	80%	76%	87%	*	-	-	83%	83%	89%	81%	80%	77%	70%
At Meets Grade Level or Above	2021	37%	39%	39%	18%	38%	44%	-	-	-	20%	33%	86%	41%	30%	33%	38%
	2019	52%	50%	47%	60%	40%	57%	*	-	-	42%	46%	44%	49%	43%	42%	30%
At Masters Grade Level	2021	18%	19%	23%	9%	22%	28%	-	-	-	10%	19%	57%	25%	18%	19%	22%
	2019	26%	24%	28%	30%	24%	31%	*	-	-	42%	25%	33%	30%	20%	24%	21%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	64%	65%	*	63%	63%	-	-	-	*	40%	*	68%	56%	61%	64%
	2019	68%	61%	52%	*	37%	69%	-	-	-	67%	50%	*	53%	50%	45%	27%
At Meets Grade Level or Above	2021	30%	29%	30%	*	33%	26%	-	-	-	*	27%	*	32%	19%	25%	36%
	2019	38%	27%	16%	*	6%	26%	-	-	-	17%	25%	*	14%	21%	10%	3%
At Masters Grade Level	2021	9%	7%	6%	*	7%	7%	-	-	-	*	7%	*	6%	6%	3%	5%
	2019	14%	6%	1%	*	0%	3%	-	-	-	0%	13%	*	1%	0%	0%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	76%	68%	*	67%	71%	-	-	-	*	56%	100%	68%	68%	67%	55%
	2019	81%	87%	81%	*	73%	91%	*	-	-	*	86%	*	90%	63%	78%	65%
At Meets Grade Level or Above	2021	44%	43%	29%	*	25%	35%	-	-	-	*	33%	80%	25%	42%	28%	23%
	2019	54%	56%	64%	*	53%	74%	*	-	-	*	29%	*	74%	41%	63%	50%
At Masters Grade Level	2021	20%	18%	6%	*	6%	6%	-	-	-	*	22%	40%	8%	0%	8%	5%
	2019	25%	24%	31%	*	24%	38%	*	-	-	*	0%	*	36%	19%	28%	23%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

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

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

Texas Education Agency
2018-19 Progress (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	61	*	58	73	-	-	-	30	40	*	61	63	59	58
	2018	63	60	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2019	65	72	75	*	69	84	-	-	-	60	90	*	74	78	74	67
	2018	65	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2019	81	85	85	*	90	82	*	-	-	*	100	*	84	86	87	92
	2018	80	83	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2019	83	89	92	*	91	94	*	-	-	*	92	*	94	88	90	88
	2018	81	92	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	71	78	80	76	83	*	-	-	64	82	88	77	80	77	74
	2018	69	72	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68	69	72	60	72	78	*	-	-	50	73	75	71	76	72	72
	2018	69	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	73	83	100	79	89	*	-	-	78	91	100	83	84	82	76
	2018	70	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content- Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	70%	70%	65%	-	-	-	-	65%	*	*	-	-	75%	71%	66%	*
	2019	78%	78%	76%	*	*	-	-	-		58%	59%	58%		82%		59%	
At Meets Grade Level or Above	2021	41%	41%	39%	37%	-	-	-	-	37%	*	*	-	-	25%	40%	36%	*
	2019	50%	46%	41%	*	*	-	-	-		22%	22%	22%		27%		22%	
At Masters Grade Level	2021	18%	18%	20%	16%	-	-	-	-	16%	*	*	-	-	0%	22%	15%	*
	2019	24%	20%	21%	*	*	-	-	-		12%	11%	12%		18%		12%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	67%	74%	64%	-	-	-	-	64%	*	*	-	-	*	76%	65%	*
	2019	75%	73%	78%	*	*	-	-	-		65%	59%	71%		*		64%	
At Meets Grade Level or Above	2021	45%	42%	45%	39%	-	-	-	-	39%	*	*	-	-	*	47%	38%	*
	2019	48%	41%	36%	*	*	-	-	-		20%	24%	15%		*		18%	
At Masters Grade Level	2021	18%	17%	25%	15%	-	-	-	-	15%	*	*	-	-	*	29%	14%	*
	2019	21%	15%	18%	*	*	-	-	-		11%	14%	9%		*		11%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	71%	69%	69%	-	-	-	-	69%	*	*	-	-	*	68%	71%	*
	2019	82%	84%	81%	*	*	-	-	-		66%	68%	65%		*		67%	
At Meets Grade Level or Above	2021	37%	39%	39%	39%	-	-	-	-	39%	*	*	-	-	*	39%	38%	*
	2019	52%	50%	47%	*	*	-	-	-		25%	22%	29%		*		26%	
At Masters Grade Level	2021	18%	19%	23%	24%	-	-	-	-	24%	*	*	-	-	*	24%	22%	*
	2019	26%	24%	28%	*	*	-	-	-		17%	14%	21%		*		17%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	64%	65%	67%	-	-	-	-	67%	-	-	-	-	-	66%	67%	*
	2019	68%	61%	52%	*	*	-	-	-		21%	25%	20%		*		20%	
At Meets Grade Level or Above	2021	30%	29%	30%	38%	-	-	-	-	38%	-	-	-	-	-	27%	38%	*
	2019	38%	27%	16%	*	*	-	-	-		4%	13%	0%		*		3%	
At Masters Grade Level	2021	9%	7%	6%	5%	-	-	-	-	5%	-	-	-	-	-	7%	5%	*
	2019	14%	6%	1%	*	*	-	-	-		0%	0%	0%		*		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	76%	68%	55%	-	-	-	-	55%	-	-	-	-	*	73%	55%	-
	2019	81%	87%	81%	-	-	-	-	-		57%	50%	67%		*		61%	
At Meets Grade Level or Above	2021	44%	43%	29%	25%	-	-	-	-	25%	-	-	-	-	*	31%	23%	-
	2019	54%	56%	64%	-	-	-	-	-		43%	25%	67%		*		43%	
At Masters Grade Level	2021	20%	18%	6%	5%	-	-	-	-	5%	-	-	-	-	*	6%	5%	-
	2019	25%	24%	31%	-	-	-	-	-		10%	0%	22%		*		13%	

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

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

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	99%	100%	100%	98%	-	-	-	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	83%	94%	93%	86%	91%	96%	-	-	-	100%	96%	78%	97%	80%	93%	88%
Not Included in Accountability: Mobile	3%	3%	5%	14%	6%	2%	-	-	-	0%	4%	11%	2%	14%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	3%	0%	-	-	-	0%	0%	11%	0%	6%	2%	6%
Not Tested	12%	1%	1%	0%	0%	2%	-	-	-	0%	0%	0%	1%	0%	1%	0%
Absent	2%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	1%	1%	0%	0%	2%	-	-	-	0%	0%	0%	1%	0%	1%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	78%	94%	95%	*	-	-	100%	91%	92%	98%	84%	95%	94%
Not Included in Accountability: Mobile	4%	4%	5%	22%	5%	5%	*	-	-	0%	6%	0%	2%	13%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	-	-	0%	3%	8%	0%	3%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.4%	98.8%	99.0%	98.9%	98.5%	-	-	-	98.3%	98.8%	98.8%	99.3%
2018-19	95.4%	95.4%	95.9%	95.8%	96.4%	95.2%	*	*	-	96.0%	95.3%	95.8%	96.6%
Chronic Absenteeism													
2019-20	6.7%	8.1%	4.8%	0.0%	3.3%	7.1%	-	-	-	9.1%	4.2%	4.6%	0.8%
2018-19	11.4%	11.4%	7.9%	14.3%	5.7%	10.2%	*	*	-	5.0%	16.9%	8.2%	2.4%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	93.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	92.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	301	360,220
By Ethnicity:				
African American	-	-	19	44,729
Hispanic	-	-	132	184,060
White	-	-	142	105,215
American Indian	-	-	0	1,226
Asian	-	-	1	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	15	49,535
Foundation H.S. Program (Endorsement)	-	-	3	15,689
Foundation H.S. Program (DLA)	-	-	283	292,532
Special Education Graduates	-	-	16	29,018
Economically Disadvantaged Graduates	-	-	200	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	20	29,639
At-Risk Graduates	-	-	233	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	446	100.0%	4,014	5,359,040	446	100.0%	4,025	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	3.7%	0	0.0%	4.3%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	79	17.7%	6.8%	7.1%	79	17.7%	6.8%	7.1%
Grade 2	92	20.6%	7.3%	7.1%	92	20.6%	7.3%	7.1%
Grade 3	100	22.4%	6.7%	7.1%	100	22.4%	6.6%	7.1%
Grade 4	86	19.3%	6.6%	7.2%	86	19.3%	6.6%	7.2%
Grade 5	89	20.0%	7.0%	7.4%	89	20.0%	7.0%	7.4%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	8.0%	7.9%
Grade 9	0	0.0%	8.1%	8.1%	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	8.2%	7.8%	0	0.0%	8.2%	7.8%
Grade 11	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 12	0	0.0%	7.0%	6.8%	0	0.0%	7.0%	6.8%
Ethnic Distribution:								
African American	15	3.4%	4.5%	12.7%	15	3.4%	4.4%	12.7%
Hispanic	250	56.1%	50.9%	52.9%	250	56.1%	50.9%	52.9%
White	166	37.2%	41.3%	26.5%	166	37.2%	41.3%	26.5%
American Indian	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Asian	1	0.2%	0.4%	4.7%	1	0.2%	0.4%	4.7%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	14	3.1%	2.3%	2.7%	14	3.1%	2.3%	2.7%
Sex:								
Female	220	49.3%	48.7%	48.9%	220	49.3%	48.6%	48.9%
Male	226	50.7%	51.3%	51.1%	226	50.7%	51.4%	51.1%
Economically Disadvantaged	357	80.0%	75.3%	60.3%	357	80.0%	75.3%	60.2%
Non-Educationally Disadvantaged	89	20.0%	24.7%	39.7%	89	20.0%	24.7%	39.8%
Section 504 Students	28	6.3%	7.6%	7.2%	28	6.3%	7.6%	7.2%
EB Students/EL	118	26.5%	21.8%	20.7%	118	26.5%	21.9%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	2.4%	1.2%				
Students w/ Dyslexia	26	5.8%	5.4%	4.5%	26	5.8%	5.4%	4.5%
Foster Care	2	0.4%	0.7%	0.3%	2	0.4%	0.7%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	1.0%	1.1%	0	0.0%	1.0%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	446	100.0%	45.5%	64.5%	446	100.0%	45.5%	64.5%
Military Connected	3	0.7%	0.7%	2.7%	3	0.7%	0.7%	2.7%
At-Risk	167	37.4%	52.6%	49.2%	167	37.4%	52.6%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	108	24.2%	21.2%	21.0%	108	24.2%	21.2%	20.9%
Gifted and Talented Education	28	6.3%	6.3%	8.3%	28	6.3%	6.3%	8.3%
Special Education	68	15.2%	11.5%	11.1%	68	15.2%	11.6%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	68							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	25.0%	29.3%	42.5%				
Students with Physical Disabilities	38	55.9%	40.7%	21.3%				
Students with Autism	6	8.8%	**	14.1%				
Students with Behavioral Disabilities	7	10.3%	20.2%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	45	9.0%	11.6%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.8%	2.8%				
Hispanic	20	4.0%	4.5%	7.1%				
White	23	4.6%	6.0%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.4%	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	7	9.7%	13.3%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	1.6%	8.4%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	30	7.6%	10.9%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	44	12.2%	11.3%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.3%	1.4%	-	4.4%	4.8%
Grade 1	1.3%	0.9%	1.9%	0.0%	0.0%	3.2%
Grade 2	0.0%	0.5%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	1.3%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.8	17.7
Grade 1	16.2	17.8	18.0
Grade 2	17.7	17.7	18.0
Grade 3	21.3	18.9	18.2
Grade 4	20.7	18.8	18.3
Grade 5	21.2	19.0	19.8
Grade 6	-	23.6	19.4
Secondary:			
English/Language Arts	-	15.1	15.7
Foreign Languages	-	20.7	17.8
Mathematics	-	18.2	16.9
Science	-	20.1	17.9
Social Studies	-	20.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	49.5	100.0%	100.0%	100.0%
Professional Staff:	34.5	69.7%	64.3%	64.3%
Teachers	29.5	59.6%	52.0%	49.6%
Professional Support	2.0	4.0%	7.3%	10.6%
Campus Administration (School Leadership)	3.0	6.1%	3.4%	3.0%
Educational Aides:	15.0	30.3%	18.1%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	9.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	16.6	33.5%	22.4%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.8%	11.1%
Hispanic	6.0	20.3%	10.7%	28.4%
White	22.5	76.3%	86.6%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	3.4%	0.4%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	1.0	3.4%	22.8%	23.8%
Females	28.5	96.6%	77.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	26.5	89.8%	79.2%	73.0%
Masters	3.0	10.2%	20.1%	25.0%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.4%	3.6%	6.7%
1-5 Years Experience	12.0	40.7%	22.4%	27.8%
6-10 Years Experience	1.0	3.4%	16.6%	20.3%
11-20 Years Experience	9.5	32.2%	31.0%	29.1%
21-30 Years Experience	6.0	20.3%	22.5%	13.0%
Over 30 Years Experience	0.0	0.0%	3.9%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.1	n/a	14.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	3.7	6.4
Average Years Experience of Principals with District	5.0	3.7	5.5
Average Years Experience of Assistant Principals	5.0	4.6	5.5
Average Years Experience of Assistant Principals with District	5.0	3.1	4.8
Average Years Experience of Teachers:	11.7	13.5	11.2
Average Years Experience of Teachers with District:	8.3	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,900	\$52,478	\$50,849
1-5 Years Experience	\$50,192	\$50,736	\$53,288
6-10 Years Experience	\$52,200	\$52,903	\$56,282
11-20 Years Experience	\$56,953	\$56,896	\$59,900
21-30 Years Experience	\$62,717	\$63,222	\$64,637
Over 30 Years Experience	-	\$65,983	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$54,974	\$56,470	\$57,641
Professional Support	\$65,452	\$65,832	\$68,030
Campus Administration (School Leadership)	\$69,863	\$75,532	\$83,424
Instructional Staff Percent:	n/a	74.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.4%	6.2%
Career and Technical Education	0.0	0.0%	6.4%	5.1%
Compensatory Education	1.0	3.4%	8.1%	2.8%
Gifted and Talented Education	0.0	0.0%	0.1%	1.8%
Regular Education	27.9	94.5%	72.6%	71.0%
Special Education	0.6	2.1%	5.1%	9.4%
Other	0.0	0.0%	5.3%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

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

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: KAUFMAN ISD

Campus Name: J R PHILLIPS EL

Campus Number: 129903112

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	66%	54%	*	54%	57%	-	*	-	*	44%	-	55%	50%	54%	58%
	2019	76%	76%	64%	-	57%	71%	-	*	-	*	11%	*	71%	47%	62%	54%
At Meets Grade Level or Above	2021	39%	37%	24%	*	19%	32%	-	*	-	*	28%	-	25%	21%	23%	27%
	2019	45%	38%	37%	-	36%	33%	-	*	-	*	0%	*	39%	32%	33%	33%
At Masters Grade Level	2021	19%	17%	10%	*	12%	4%	-	*	-	*	11%	-	10%	7%	11%	12%
	2019	27%	21%	27%	-	24%	29%	-	*	-	*	0%	*	29%	21%	27%	21%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	58%	53%	*	54%	54%	-	*	-	*	33%	-	54%	50%	55%	65%
	2019	79%	80%	76%	-	71%	79%	-	*	-	*	33%	*	76%	74%	75%	75%
At Meets Grade Level or Above	2021	31%	24%	18%	*	15%	21%	-	*	-	*	22%	-	22%	0%	18%	19%
	2019	49%	44%	41%	-	33%	50%	-	*	-	*	0%	*	51%	16%	37%	29%
At Masters Grade Level	2021	14%	12%	5%	*	6%	0%	-	*	-	*	6%	-	6%	0%	6%	4%
	2019	25%	16%	16%	-	10%	25%	-	*	-	*	0%	*	16%	16%	17%	4%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	67%	53%	-	47%	62%	-	-	-	*	21%	*	53%	54%	50%	44%
	2019	75%	70%	69%	*	66%	75%	-	-	-	*	33%	*	70%	64%	64%	63%
At Meets Grade Level or Above	2021	36%	38%	25%	-	19%	32%	-	-	-	*	21%	*	25%	25%	21%	16%
	2019	44%	34%	34%	*	30%	42%	-	-	-	*	22%	*	36%	28%	28%	23%
At Masters Grade Level	2021	17%	18%	14%	-	5%	24%	-	-	-	*	14%	*	15%	11%	12%	3%
	2019	22%	17%	14%	*	11%	19%	-	-	-	*	11%	*	18%	4%	9%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	71%	58%	-	47%	73%	-	-	-	*	29%	*	58%	57%	52%	41%
	2019	75%	72%	72%	*	70%	75%	-	-	-	*	56%	*	74%	68%	68%	63%
At Meets Grade Level or Above	2021	36%	49%	36%	-	26%	49%	-	-	-	*	21%	*	36%	36%	29%	31%
	2019	48%	41%	41%	*	38%	47%	-	-	-	*	22%	*	43%	36%	32%	30%
At Masters Grade Level	2021	21%	30%	19%	-	9%	30%	-	-	-	*	7%	*	23%	11%	14%	9%
	2019	28%	25%	26%	*	23%	31%	-	-	-	*	22%	*	26%	24%	20%	17%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	62%	52%	-	44%	62%	-	-	-	*	21%	*	55%	46%	48%	41%
	2019	67%	56%	58%	*	60%	61%	-	-	-	*	33%	*	61%	52%	53%	50%
At Meets Grade Level or Above	2021	27%	26%	19%	-	12%	27%	-	-	-	*	14%	*	21%	14%	17%	16%
	2019	35%	24%	28%	*	23%	36%	-	-	-	*	22%	*	30%	24%	20%	13%
At Masters Grade Level	2021	8%	7%	4%	-	0%	8%	-	-	-	*	0%	*	4%	4%	3%	0%
	2019	11%	4%	8%	*	6%	11%	-	-	-	*	22%	*	10%	4%	4%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	73%	70%	*	63%	82%	-	*	-	*	25%	*	70%	70%	66%	65%
	2019	86%	85%	84%	*	80%	87%	*	*	-	*	67%	*	85%	79%	80%	80%
At Meets Grade Level or Above	2021	46%	49%	38%	*	27%	50%	-	*	-	*	8%	*	34%	44%	36%	26%
	2019	54%	42%	33%	*	21%	49%	*	*	-	*	25%	*	34%	32%	25%	20%
At Masters Grade Level	2021	30%	32%	19%	*	16%	14%	-	*	-	*	0%	*	18%	22%	17%	9%
	2019	29%	22%	15%	*	6%	26%	*	*	-	*	0%	*	16%	12%	12%	6%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	74%	78%	*	71%	91%	-	*	-	*	50%	*	76%	81%	75%	71%
	2019	90%	93%	93%	*	93%	94%	*	*	-	*	83%	*	93%	91%	91%	92%
At Meets Grade Level or Above	2021	44%	44%	44%	*	41%	50%	-	*	-	*	25%	*	46%	41%	42%	44%
	2019	58%	56%	56%	*	56%	55%	*	*	-	*	67%	*	57%	53%	50%	49%
At Masters Grade Level	2021	25%	24%	27%	*	22%	41%	-	*	-	*	8%	*	26%	30%	25%	21%
	2019	36%	37%	36%	*	33%	38%	*	*	-	*	33%	*	38%	29%	32%	27%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	69%	64%	*	57%	77%	-	*	-	*	17%	*	62%	67%	61%	65%
	2019	75%	81%	76%	*	69%	85%	*	*	-	*	58%	*	76%	76%	72%	67%
At Meets Grade Level or Above	2021	31%	29%	29%	*	27%	27%	-	*	-	*	8%	*	28%	30%	20%	24%
	2019	49%	56%	45%	*	40%	50%	*	*	-	*	42%	*	44%	47%	41%	41%
At Masters Grade Level	2021	13%	10%	10%	*	8%	14%	-	*	-	*	8%	*	6%	19%	8%	6%
	2019	24%	26%	17%	*	10%	24%	*	*	-	*	17%	*	19%	12%	14%	16%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	70%	60%	60%	55%	68%	-	100%	-	45%	31%	87%	60%	61%	58%	56%
	2019	78%	78%	76%	56%	72%	80%	*	100%	-	83%	49%	82%	77%	71%	72%	71%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	41%	29%	60%	24%	36%	-	60%	-	36%	19%	27%	29%	28%	26%	26%
	2019	50%	46%	40%	33%	35%	46%	*	80%	-	56%	27%	27%	42%	35%	34%	31%
At Masters Grade Level	2021	18%	18%	13%	40%	10%	17%	-	60%	-	27%	7%	7%	13%	14%	12%	8%
	2019	24%	20%	20%	22%	15%	26%	*	60%	-	33%	14%	14%	22%	15%	17%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	67%	59%	*	55%	66%	-	*	-	*	32%	80%	59%	59%	57%	55%
	2019	75%	73%	74%	*	70%	79%	*	*	-	86%	40%	75%	77%	67%	70%	69%
At Meets Grade Level or Above	2021	45%	42%	29%	*	22%	37%	-	*	-	*	20%	40%	27%	32%	26%	23%
	2019	48%	41%	34%	*	28%	43%	*	*	-	57%	17%	25%	36%	31%	28%	24%
At Masters Grade Level	2021	18%	17%	14%	*	11%	15%	-	*	-	*	9%	0%	14%	14%	13%	8%
	2019	21%	15%	18%	*	12%	24%	*	*	-	43%	3%	0%	20%	12%	15%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	71%	63%	*	58%	71%	-	*	-	*	36%	80%	62%	65%	60%	59%
	2019	82%	84%	82%	*	81%	84%	*	*	-	100%	60%	75%	83%	79%	79%	80%
At Meets Grade Level or Above	2021	37%	39%	32%	*	27%	40%	-	*	-	*	23%	40%	33%	30%	30%	33%
	2019	52%	50%	48%	*	45%	51%	*	*	-	57%	33%	38%	51%	38%	41%	39%
At Masters Grade Level	2021	18%	19%	17%	*	12%	23%	-	*	-	*	7%	20%	17%	16%	15%	12%
	2019	26%	24%	28%	*	24%	33%	*	*	-	29%	20%	25%	29%	24%	24%	18%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	64%	52%	-	44%	62%	-	-	-	*	21%	*	55%	46%	48%	41%
	2019	68%	61%	58%	*	60%	61%	-	-	-	*	33%	*	61%	52%	53%	50%
At Meets Grade Level or Above	2021	30%	29%	19%	-	12%	27%	-	-	-	*	14%	*	21%	14%	17%	16%
	2019	38%	27%	28%	*	23%	36%	-	-	-	*	22%	*	30%	24%	20%	13%
At Masters Grade Level	2021	9%	7%	4%	-	0%	8%	-	-	-	*	0%	*	4%	4%	3%	0%
	2019	14%	6%	8%	*	6%	11%	-	-	-	*	22%	*	10%	4%	4%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	76%	64%	*	57%	77%	-	*	-	*	17%	*	62%	67%	61%	65%
	2019	81%	87%	76%	*	69%	85%	*	*	-	*	58%	*	76%	76%	72%	67%
At Meets Grade Level or Above	2021	44%	43%	29%	*	27%	27%	-	*	-	*	8%	*	28%	30%	20%	24%
	2019	54%	56%	45%	*	40%	50%	*	*	-	*	42%	*	44%	47%	41%	41%
At Masters Grade Level	2021	20%	18%	10%	*	8%	14%	-	*	-	*	8%	*	6%	19%	8%	6%
	2019	25%	24%	17%	*	10%	24%	*	*	-	*	17%	*	19%	12%	14%	16%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

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

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

Texas Education Agency
2018-19 Progress (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	66	*	66	66	-	-	-	*	44	*	64	70	65	67
	2018	63	60	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2019	65	72	65	*	71	60	-	-	-	*	72	*	66	63	62	60
	2018	65	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2019	81	85	84	*	81	88	*	*	-	*	95	*	83	89	84	81
	2018	80	83	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2019	83	89	92	*	94	88	*	*	-	*	100	*	93	88	92	93
	2018	81	92	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	71	78	67	80	78	*	*	-	67	80	71	78	79	77	78
	2018	69	72	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68	69	76	*	75	79	*	*	-	*	73	75	75	81	76	75
	2018	69	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	73	80	*	85	76	*	*	-	*	88	67	82	77	79	80
	2018	70	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	70%	60%	56%	-	-	-	-	56%	-	-	-	-	*	63%	55%	100%
	2019	78%	78%	76%	-	-	-	-	-	-	69%	68%	69%	-	56%	-	68%	-
At Meets Grade Level or Above	2021	41%	41%	29%	25%	-	-	-	-	25%	-	-	-	-	*	31%	25%	67%
	2019	50%	46%	40%	-	-	-	-	-	-	30%	26%	32%	-	11%	-	29%	-
At Masters Grade Level	2021	18%	18%	13%	8%	-	-	-	-	8%	-	-	-	-	*	17%	8%	17%
	2019	24%	20%	20%	-	-	-	-	-	-	12%	13%	11%	-	0%	-	11%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	67%	59%	55%	-	-	-	-	55%	-	-	-	-	*	61%	54%	*
	2019	75%	73%	74%	-	-	-	-	-	-	67%	68%	67%	-	*	-	66%	-
At Meets Grade Level or Above	2021	45%	42%	29%	22%	-	-	-	-	22%	-	-	-	-	*	32%	22%	*
	2019	48%	41%	34%	-	-	-	-	-	-	22%	18%	24%	-	*	-	21%	-
At Masters Grade Level	2021	18%	17%	14%	8%	-	-	-	-	8%	-	-	-	-	*	18%	8%	*
	2019	21%	15%	18%	-	-	-	-	-	-	10%	9%	10%	-	*	-	9%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	71%	63%	58%	-	-	-	-	58%	-	-	-	-	*	65%	58%	*
	2019	82%	84%	82%	-	-	-	-	-	-	79%	82%	78%	-	*	-	79%	-
At Meets Grade Level or Above	2021	37%	39%	32%	33%	-	-	-	-	33%	-	-	-	-	*	32%	32%	*
	2019	52%	50%	48%	-	-	-	-	-	-	38%	38%	38%	-	*	-	37%	-
At Masters Grade Level	2021	18%	19%	17%	11%	-	-	-	-	11%	-	-	-	-	*	19%	11%	*
	2019	26%	24%	28%	-	-	-	-	-	-	16%	24%	12%	-	*	-	16%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	64%	52%	37%	-	-	-	-	37%	-	-	-	-	-	59%	37%	*
	2019	68%	61%	58%	-	-	-	-	-	-	40%	36%	43%	-	-	-	40%	-
At Meets Grade Level or Above	2021	30%	29%	19%	10%	-	-	-	-	10%	-	-	-	-	-	20%	10%	*
	2019	38%	27%	28%	-	-	-	-	-	-	16%	9%	21%	-	-	-	16%	-
At Masters Grade Level	2021	9%	7%	4%	0%	-	-	-	-	0%	-	-	-	-	-	6%	0%	*
	2019	14%	6%	8%	-	-	-	-	-	-	0%	0%	0%	-	-	-	0%	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	76%	64%	67%	-	-	-	-	67%	-	-	-	-	*	63%	65%	-
	2019	81%	87%	76%	-	-	-	-	-	-	65%	64%	67%	-	*	-	65%	-
At Meets Grade Level or Above	2021	44%	43%	29%	24%	-	-	-	-	24%	-	-	-	-	*	33%	24%	-
	2019	54%	56%	45%	-	-	-	-	-	-	37%	27%	48%	-	*	-	37%	-
At Masters Grade Level	2021	20%	18%	10%	6%	-	-	-	-	6%	-	-	-	-	*	14%	6%	-
	2019	25%	24%	17%	-	-	-	-	-	-	14%	9%	19%	-	*	-	13%	-

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

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

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	98%	100%	100%	97%	-	100%	-	100%	98%	100%	98%	100%	98%	99%
Included in Accountability	83%	94%	93%	100%	95%	89%	-	100%	-	100%	93%	100%	93%	93%	94%	95%
Not Included in Accountability: Mobile	3%	3%	6%	0%	4%	8%	-	0%	-	0%	5%	0%	5%	7%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	1%	2%	0%	0%	3%	-	0%	-	0%	2%	0%	2%	0%	2%	1%
Absent	2%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	1%	2%	0%	0%	3%	-	0%	-	0%	2%	0%	2%	0%	2%	1%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	100%	93%	95%	*	100%	-	100%	100%	100%	97%	86%	95%	91%
Not Included in Accountability: Mobile	4%	4%	5%	0%	6%	4%	*	0%	-	0%	0%	0%	3%	10%	4%	7%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	1%	*	0%	-	0%	0%	0%	0%	3%	1%	3%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.4%	99.0%	*	99.3%	98.6%	*	*	*	99.2%	98.9%	99.0%	99.2%
2018-19	95.4%	95.4%	95.6%	*	96.2%	94.8%	*	*	*	95.5%	94.3%	95.4%	96.4%
Chronic Absenteeism													
2019-20	6.7%	8.1%	2.8%	0.0%	2.0%	3.7%	*	*	*	12.5%	4.0%	2.9%	1.9%
2018-19	11.4%	11.4%	8.7%	*	7.8%	10.0%	*	*	*	18.2%	9.1%	9.6%	8.8%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	93.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	92.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	301	360,220
By Ethnicity:				
African American	-	-	19	44,729
Hispanic	-	-	132	184,060
White	-	-	142	105,215
American Indian	-	-	0	1,226
Asian	-	-	1	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	15	49,535
Foundation H.S. Program (Endorsement)	-	-	3	15,689
Foundation H.S. Program (DLA)	-	-	283	292,532
Special Education Graduates	-	-	16	29,018
Economically Disadvantaged Graduates	-	-	200	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	20	29,639
At-Risk Graduates	-	-	233	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	430	100.0%	4,014	5,359,040	431	100.0%	4,025	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	3.7%	0	0.0%	4.3%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	89	20.7%	6.8%	7.1%	90	20.9%	6.8%	7.1%
Grade 2	89	20.7%	7.3%	7.1%	89	20.6%	7.3%	7.1%
Grade 3	85	19.8%	6.7%	7.1%	85	19.7%	6.6%	7.1%
Grade 4	83	19.3%	6.6%	7.2%	83	19.3%	6.6%	7.2%
Grade 5	84	19.5%	7.0%	7.4%	84	19.5%	7.0%	7.4%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	8.0%	7.9%
Grade 9	0	0.0%	8.1%	8.1%	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	8.2%	7.8%	0	0.0%	8.2%	7.8%
Grade 11	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 12	0	0.0%	7.0%	6.8%	0	0.0%	7.0%	6.8%
Ethnic Distribution:								
African American	7	1.6%	4.5%	12.7%	7	1.6%	4.4%	12.7%
Hispanic	239	55.6%	50.9%	52.9%	239	55.5%	50.9%	52.9%
White	170	39.5%	41.3%	26.5%	171	39.7%	41.3%	26.5%
American Indian	2	0.5%	0.4%	0.3%	2	0.5%	0.4%	0.3%
Asian	2	0.5%	0.4%	4.7%	2	0.5%	0.4%	4.7%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	9	2.1%	2.3%	2.7%	9	2.1%	2.3%	2.7%
Sex:								
Female	200	46.5%	48.7%	48.9%	200	46.4%	48.6%	48.9%
Male	230	53.5%	51.3%	51.1%	231	53.6%	51.4%	51.1%
Economically Disadvantaged	332	77.2%	75.3%	60.3%	333	77.3%	75.3%	60.2%
Non-Educationally Disadvantaged	98	22.8%	24.7%	39.7%	98	22.7%	24.7%	39.8%
Section 504 Students	25	5.8%	7.6%	7.2%	25	5.8%	7.6%	7.2%
EB Students/EL	155	36.0%	21.8%	20.7%	155	36.0%	21.9%	20.6%
Students w/ Disciplinary Placements (2019-20)	2	0.4%	2.4%	1.2%				
Students w/ Dyslexia	44	10.2%	5.4%	4.5%	44	10.2%	5.4%	4.5%
Foster Care	1	0.2%	0.7%	0.3%	1	0.2%	0.7%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	3	0.7%	1.0%	1.1%	3	0.7%	1.0%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	430	100.0%	45.5%	64.5%	431	100.0%	45.5%	64.5%
Military Connected	2	0.5%	0.7%	2.7%	2	0.5%	0.7%	2.7%
At-Risk	207	48.1%	52.6%	49.2%	207	48.0%	52.6%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	154	35.8%	21.2%	21.0%	154	35.7%	21.2%	20.9%
Gifted and Talented Education	27	6.3%	6.3%	8.3%	27	6.3%	6.3%	8.3%
Special Education	72	16.7%	11.5%	11.1%	73	16.9%	11.6%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	72							
By Type of Primary Disability								
Students with Intellectual Disabilities	25	34.7%	29.3%	42.5%				
Students with Physical Disabilities	38	52.8%	40.7%	21.3%				
Students with Autism	*	*	**	14.1%				
Students with Behavioral Disabilities	**	**	20.2%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	51	11.0%	11.6%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.8%	2.8%				
Hispanic	16	3.4%	4.5%	7.1%				
White	34	7.3%	6.0%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	1	0.2%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	5	6.6%	13.3%	16.5%				
Count and Percent of EB Students/EL who are Mobile	5	3.2%	8.4%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	34	8.8%	10.9%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	37	11.1%	11.3%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.3%	1.4%	-	4.4%	4.8%
Grade 1	0.0%	0.9%	1.9%	0.0%	0.0%	3.2%
Grade 2	0.0%	0.5%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	1.3%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.8	17.7
Grade 1	17.3	17.8	18.0
Grade 2	17.3	17.7	18.0
Grade 3	16.5	18.9	18.2
Grade 4	15.9	18.8	18.3
Grade 5	16.4	19.0	19.8
Grade 6	-	23.6	19.4
Secondary:			
English/Language Arts	-	15.1	15.7
Foreign Languages	-	20.7	17.8
Mathematics	-	18.2	16.9
Science	-	20.1	17.9
Social Studies	-	20.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	45.8	100.0%	100.0%	100.0%
Professional Staff:	35.0	76.4%	64.3%	64.3%
Teachers	29.0	63.3%	52.0%	49.6%
Professional Support	4.0	8.7%	7.3%	10.6%
Campus Administration (School Leadership)	2.0	4.4%	3.4%	3.0%
Educational Aides:	10.8	23.6%	18.1%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	9.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	10.9	23.8%	22.4%	51.5%
Teachers by Ethnicity:				
African American	1.0	3.4%	1.8%	11.1%
Hispanic	3.0	10.3%	10.7%	28.4%
White	25.0	86.2%	86.6%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.4%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	1.0	3.4%	22.8%	23.8%
Females	28.0	96.6%	77.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	24.0	82.8%	79.2%	73.0%
Masters	5.0	17.2%	20.1%	25.0%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.4%	3.6%	6.7%
1-5 Years Experience	4.0	13.8%	22.4%	27.8%
6-10 Years Experience	2.0	6.9%	16.6%	20.3%
11-20 Years Experience	13.0	44.8%	31.0%	29.1%
21-30 Years Experience	9.0	31.0%	22.5%	13.0%
Over 30 Years Experience	0.0	0.0%	3.9%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.8	n/a	14.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	3.7	6.4
Average Years Experience of Principals with District	5.0	3.7	5.5
Average Years Experience of Assistant Principals	1.0	4.6	5.5
Average Years Experience of Assistant Principals with District	1.0	3.1	4.8
Average Years Experience of Teachers:	15.7	13.5	11.2
Average Years Experience of Teachers with District:	10.4	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,900	\$52,478	\$50,849
1-5 Years Experience	\$50,150	\$50,736	\$53,288
6-10 Years Experience	\$50,700	\$52,903	\$56,282
11-20 Years Experience	\$56,646	\$56,896	\$59,900
21-30 Years Experience	\$62,933	\$63,222	\$64,637
Over 30 Years Experience	-	\$65,983	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,059	\$56,470	\$57,641
Professional Support	\$60,190	\$65,832	\$68,030
Campus Administration (School Leadership)	\$71,120	\$75,532	\$83,424
Instructional Staff Percent:	n/a	74.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.4%	6.2%
Career and Technical Education	0.0	0.0%	6.4%	5.1%
Compensatory Education	1.0	3.4%	8.1%	2.8%
Gifted and Talented Education	0.0	0.0%	0.1%	1.8%
Regular Education	26.0	89.7%	72.6%	71.0%
Special Education	2.0	6.9%	5.1%	9.4%
Other	0.0	0.0%	5.3%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

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

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: KAUFMAN ISD

Campus Name: LUCILLE NASH EL

Campus Number: 129903114

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	66%	68%	40%	61%	88%	*	-	-	*	45%	-	64%	92%	60%	50%
	2019	76%	76%	83%	75%	76%	91%	-	-	-	*	75%	*	84%	81%	78%	64%
At Meets Grade Level or Above	2021	39%	37%	46%	30%	29%	69%	*	-	-	*	27%	-	45%	50%	37%	33%
	2019	45%	38%	43%	0%	33%	60%	-	-	-	*	33%	*	43%	43%	35%	9%
At Masters Grade Level	2021	19%	17%	21%	10%	10%	38%	*	-	-	*	9%	-	23%	8%	10%	0%
	2019	27%	21%	18%	0%	13%	27%	-	-	-	*	0%	*	19%	14%	10%	5%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	58%	62%	40%	48%	81%	*	-	-	*	55%	-	61%	67%	54%	42%
	2019	79%	80%	86%	88%	78%	93%	-	-	-	*	67%	*	86%	86%	83%	73%
At Meets Grade Level or Above	2021	31%	24%	29%	10%	19%	47%	*	-	-	*	18%	-	31%	17%	15%	17%
	2019	49%	44%	49%	25%	38%	67%	-	-	-	*	42%	*	48%	52%	42%	18%
At Masters Grade Level	2021	14%	12%	14%	10%	6%	25%	*	-	-	*	9%	-	16%	8%	6%	8%
	2019	25%	16%	20%	13%	13%	29%	-	-	-	*	8%	*	22%	14%	16%	5%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	67%	72%	57%	71%	78%	-	-	-	*	46%	*	71%	75%	63%	61%
	2019	75%	70%	67%	67%	56%	79%	-	-	-	*	33%	*	67%	65%	61%	57%
At Meets Grade Level or Above	2021	36%	38%	47%	29%	45%	53%	-	-	-	*	46%	*	49%	42%	40%	39%
	2019	44%	34%	38%	17%	28%	52%	-	-	-	*	11%	*	39%	35%	28%	17%
At Masters Grade Level	2021	17%	18%	21%	14%	17%	28%	-	-	-	*	15%	*	21%	21%	15%	17%
	2019	22%	17%	25%	0%	19%	35%	-	-	-	*	0%	*	25%	23%	15%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	71%	75%	57%	69%	86%	-	-	-	*	46%	*	75%	75%	67%	67%
	2019	75%	72%	72%	50%	65%	85%	-	-	-	*	33%	*	76%	62%	67%	65%
At Meets Grade Level or Above	2021	36%	49%	61%	57%	55%	69%	-	-	-	*	46%	*	62%	58%	50%	56%
	2019	48%	41%	41%	17%	33%	54%	-	-	-	*	11%	*	45%	31%	32%	35%
At Masters Grade Level	2021	21%	30%	38%	29%	36%	44%	-	-	-	*	46%	*	43%	25%	28%	39%
	2019	28%	25%	23%	17%	15%	33%	-	-	-	*	0%	*	24%	19%	14%	13%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	62%	69%	57%	74%	67%	-	-	-	*	46%	*	70%	67%	58%	72%
	2019	67%	56%	58%	50%	48%	71%	-	-	-	*	33%	*	59%	54%	48%	48%
At Meets Grade Level or Above	2021	27%	26%	31%	29%	26%	36%	-	-	-	*	23%	*	33%	25%	23%	28%
	2019	35%	24%	27%	17%	17%	40%	-	-	-	*	11%	*	27%	27%	20%	13%
At Masters Grade Level	2021	8%	7%	10%	0%	12%	11%	-	-	-	*	8%	*	11%	8%	5%	17%
	2019	11%	4%	4%	0%	0%	8%	-	-	-	*	0%	*	5%	0%	0%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	73%	76%	43%	69%	89%	-	-	-	*	62%	*	79%	65%	70%	52%
	2019	86%	85%	87%	90%	74%	98%	-	*	-	*	75%	*	88%	86%	82%	58%
At Meets Grade Level or Above	2021	46%	49%	55%	14%	41%	75%	-	-	-	*	31%	*	56%	50%	46%	28%
	2019	54%	42%	48%	30%	30%	66%	-	*	-	*	13%	*	44%	57%	37%	21%
At Masters Grade Level	2021	30%	32%	38%	14%	25%	57%	-	-	-	*	23%	*	41%	27%	31%	16%
	2019	29%	22%	29%	20%	16%	41%	-	*	-	*	13%	*	28%	32%	19%	21%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	74%	75%	57%	61%	93%	-	-	-	*	54%	*	73%	81%	68%	52%
	2019	90%	93%	91%	90%	84%	98%	-	*	-	*	75%	*	90%	93%	88%	75%
At Meets Grade Level or Above	2021	44%	44%	45%	14%	39%	59%	-	-	-	*	31%	*	46%	42%	37%	32%
	2019	58%	56%	51%	50%	37%	61%	-	*	-	*	13%	*	50%	54%	42%	33%
At Masters Grade Level	2021	25%	24%	24%	0%	20%	34%	-	-	-	*	15%	*	27%	15%	21%	12%
	2019	36%	37%	30%	20%	12%	48%	-	*	-	*	13%	*	31%	29%	21%	8%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	69%	74%	57%	65%	86%	-	-	-	*	69%	*	78%	62%	68%	56%
	2019	75%	81%	88%	90%	79%	95%	-	*	-	*	75%	*	89%	86%	83%	71%
At Meets Grade Level or Above	2021	31%	29%	31%	0%	22%	48%	-	-	-	*	15%	*	32%	27%	27%	16%
	2019	49%	56%	63%	50%	48%	77%	-	*	-	*	50%	*	59%	71%	53%	38%
At Masters Grade Level	2021	13%	10%	13%	0%	12%	16%	-	-	-	*	8%	*	14%	8%	13%	12%
	2019	24%	26%	32%	10%	24%	41%	-	*	-	*	13%	*	28%	43%	24%	25%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	70%	72%	50%	65%	84%	*	-	-	71%	53%	17%	72%	72%	64%	57%
	2019	78%	78%	79%	78%	69%	89%	-	100%	-	80%	59%	70%	79%	76%	73%	64%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	41%	43%	23%	35%	57%	*	-	-	36%	30%	0%	44%	40%	35%	31%
	2019	50%	46%	45%	28%	32%	59%	-	100%	-	40%	24%	70%	44%	47%	35%	23%
At Masters Grade Level	2021	18%	18%	23%	10%	18%	32%	*	-	-	0%	17%	0%	25%	16%	17%	16%
	2019	24%	20%	22%	11%	14%	33%	-	100%	-	10%	5%	40%	22%	23%	15%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	67%	73%	46%	68%	85%	*	-	-	60%	51%	*	72%	74%	65%	55%
	2019	75%	73%	79%	79%	68%	89%	-	*	-	*	62%	*	79%	77%	73%	59%
At Meets Grade Level or Above	2021	45%	42%	50%	25%	40%	66%	*	-	-	60%	35%	*	51%	47%	42%	33%
	2019	48%	41%	43%	17%	30%	59%	-	*	-	*	21%	*	42%	45%	33%	16%
At Masters Grade Level	2021	18%	17%	27%	13%	19%	42%	*	-	-	0%	16%	*	29%	21%	20%	13%
	2019	21%	15%	24%	8%	16%	34%	-	*	-	*	3%	*	24%	24%	15%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	71%	71%	50%	60%	88%	*	-	-	80%	51%	*	70%	76%	63%	55%
	2019	82%	84%	83%	79%	75%	92%	-	*	-	*	59%	*	84%	80%	79%	71%
At Meets Grade Level or Above	2021	37%	39%	46%	25%	40%	59%	*	-	-	20%	32%	*	46%	44%	35%	36%
	2019	52%	50%	47%	33%	36%	61%	-	*	-	*	24%	*	47%	45%	38%	29%
At Masters Grade Level	2021	18%	19%	26%	13%	22%	35%	*	-	-	0%	24%	*	28%	18%	19%	20%
	2019	26%	24%	24%	17%	13%	36%	-	*	-	*	7%	*	25%	21%	17%	9%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	64%	69%	57%	74%	67%	-	-	-	*	46%	*	70%	67%	58%	72%
	2019	68%	61%	58%	50%	48%	71%	-	-	-	*	33%	*	59%	54%	48%	48%
At Meets Grade Level or Above	2021	30%	29%	31%	29%	26%	36%	-	-	-	*	23%	*	33%	25%	23%	28%
	2019	38%	27%	27%	17%	17%	40%	-	-	-	*	11%	*	27%	27%	20%	13%
At Masters Grade Level	2021	9%	7%	10%	0%	12%	11%	-	-	-	*	8%	*	11%	8%	5%	17%
	2019	14%	6%	4%	0%	0%	8%	-	-	-	*	0%	*	5%	0%	0%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	76%	74%	57%	65%	86%	-	-	-	*	69%	*	78%	62%	68%	56%
	2019	81%	87%	88%	90%	79%	95%	-	*	-	*	75%	*	89%	86%	83%	71%
At Meets Grade Level or Above	2021	44%	43%	31%	0%	22%	48%	-	-	-	*	15%	*	32%	27%	27%	16%
	2019	54%	56%	63%	50%	48%	77%	-	*	-	*	50%	*	59%	71%	53%	38%
At Masters Grade Level	2021	20%	18%	13%	0%	12%	16%	-	-	-	*	8%	*	14%	8%	13%	12%
	2019	25%	24%	32%	10%	24%	41%	-	*	-	*	13%	*	28%	43%	24%	25%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

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

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

Texas Education Agency
2018-19 Progress (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	65	67	63	66	-	-	-	*	44	*	64	68	59	61
	2018	63	60	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2019	65	72	76	100	73	77	-	-	-	*	56	*	77	72	72	80
	2018	65	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2019	81	85	86	83	87	84	-	*	-	*	100	*	85	86	83	81
	2018	80	83	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2019	83	89	83	89	76	87	-	*	-	*	100	*	88	68	78	75
	2018	81	92	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	71	77	85	74	78	-	*	-	*	72	*	78	74	72	74
	2018	69	72	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68	69	75	77	73	75	-	*	-	*	69	*	74	77	70	71
	2018	69	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	73	79	93	74	82	-	*	-	*	75	*	82	70	75	78
	2018	70	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content- Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	70%	72%	56%	-	-	-	-	56%	17%	17%	-	-	50%	76%	54%	81%
	2019	78%	78%	79%	-	-	-	-	-		63%	57%	78%		30%		61%	
At Meets Grade Level or Above	2021	41%	41%	43%	28%	-	-	-	-	28%	0%	0%	-	-	13%	47%	26%	75%
	2019	50%	46%	45%	-	-	-	-	-		20%	14%	33%		0%		19%	
At Masters Grade Level	2021	18%	18%	23%	12%	-	-	-	-	12%	0%	0%	-	-	0%	24%	11%	56%
	2019	24%	20%	22%	-	-	-	-	-		9%	7%	14%		0%		8%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	67%	73%	55%	-	-	-	-	55%	*	*	-	-	*	77%	51%	83%
	2019	75%	73%	79%	-	-	-	-	-		59%	53%	72%		*		56%	
At Meets Grade Level or Above	2021	45%	42%	50%	32%	-	-	-	-	32%	*	*	-	-	*	54%	29%	67%
	2019	48%	41%	43%	-	-	-	-	-		12%	8%	22%		*		11%	
At Masters Grade Level	2021	18%	17%	27%	11%	-	-	-	-	11%	*	*	-	-	*	31%	10%	33%
	2019	21%	15%	24%	-	-	-	-	-		9%	8%	11%		*		8%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	71%	71%	52%	-	-	-	-	52%	*	*	-	-	*	75%	51%	83%
	2019	82%	84%	83%	-	-	-	-	-		72%	63%	94%		*		69%	
At Meets Grade Level or Above	2021	37%	39%	46%	32%	-	-	-	-	32%	*	*	-	-	*	48%	31%	83%
	2019	52%	50%	47%	-	-	-	-	-		28%	20%	44%		*		26%	
At Masters Grade Level	2021	18%	19%	26%	16%	-	-	-	-	16%	*	*	-	-	*	27%	14%	67%
	2019	26%	24%	24%	-	-	-	-	-		9%	10%	6%		*		8%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	64%	69%	75%	-	-	-	-	75%	-	-	-	-	-	68%	75%	*
	2019	68%	61%	58%	-	-	-	-	-		47%	58%	29%		*		48%	
At Meets Grade Level or Above	2021	30%	29%	31%	25%	-	-	-	-	25%	-	-	-	-	-	32%	25%	*
	2019	38%	27%	27%	-	-	-	-	-		11%	17%	0%		*		10%	
At Masters Grade Level	2021	9%	7%	10%	13%	-	-	-	-	13%	-	-	-	-	-	9%	13%	*
	2019	14%	6%	4%	-	-	-	-	-		0%	0%	0%		*		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	76%	74%	53%	-	-	-	-	53%	*	*	-	-	*	80%	52%	*
	2019	81%	87%	88%	-	-	-	-	-		65%	50%	100%		-		65%	
At Meets Grade Level or Above	2021	44%	43%	31%	11%	-	-	-	-	11%	*	*	-	-	*	35%	9%	*
	2019	54%	56%	63%	-	-	-	-	-		30%	14%	67%		-		30%	
At Masters Grade Level	2021	20%	18%	13%	5%	-	-	-	-	5%	*	*	-	-	*	13%	4%	*
	2019	25%	24%	32%	-	-	-	-	-		20%	0%	67%		-		20%	

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

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

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	100%	100%	100%	99%	*	-	-	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	83%	94%	93%	95%	92%	93%	*	-	-	100%	90%	100%	98%	80%	91%	87%
Not Included in Accountability: Mobile	3%	3%	6%	5%	6%	6%	*	-	-	0%	10%	0%	2%	16%	6%	7%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	*	-	-	0%	0%	0%	0%	4%	2%	5%
Not Tested	12%	1%	0%	0%	0%	1%	*	-	-	0%	0%	0%	1%	0%	1%	0%
Absent	2%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	1%	0%	0%	0%	1%	*	-	-	0%	0%	0%	1%	0%	1%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	92%	85%	95%	90%	-	100%	-	100%	84%	100%	96%	82%	92%	93%
Not Included in Accountability: Mobile	4%	4%	8%	15%	4%	10%	-	0%	-	0%	16%	0%	4%	16%	7%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.4%	98.8%	99.3%	98.5%	99.0%	*	*	*	98.4%	98.1%	98.6%	98.6%
2018-19	95.4%	95.4%	96.3%	97.4%	96.3%	96.1%	*	*	-	97.3%	95.3%	96.1%	96.7%
Chronic Absenteeism													
2019-20	6.7%	8.1%	4.3%	7.0%	4.6%	3.9%	*	*	*	0.0%	8.5%	5.0%	3.9%
2018-19	11.4%	11.4%	4.6%	0.0%	3.8%	6.4%	*	*	-	0.0%	7.4%	6.2%	2.1%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	93.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	92.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	301	360,220
By Ethnicity:				
African American	-	-	19	44,729
Hispanic	-	-	132	184,060
White	-	-	142	105,215
American Indian	-	-	0	1,226
Asian	-	-	1	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	15	49,535
Foundation H.S. Program (Endorsement)	-	-	3	15,689
Foundation H.S. Program (DLA)	-	-	283	292,532
Special Education Graduates	-	-	16	29,018
Economically Disadvantaged Graduates	-	-	200	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	20	29,639
At-Risk Graduates	-	-	233	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	504	100.0%	4,014	5,359,040	504	100.0%	4,025	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	3.7%	0	0.0%	4.3%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	105	20.8%	6.8%	7.1%	105	20.8%	6.8%	7.1%
Grade 2	111	22.0%	7.3%	7.1%	111	22.0%	7.3%	7.1%
Grade 3	82	16.3%	6.7%	7.1%	82	16.3%	6.6%	7.1%
Grade 4	97	19.2%	6.6%	7.2%	97	19.2%	6.6%	7.2%
Grade 5	109	21.6%	7.0%	7.4%	109	21.6%	7.0%	7.4%
Grade 6	0	0.0%	8.2%	7.7%	0	0.0%	8.1%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	8.0%	7.9%
Grade 9	0	0.0%	8.1%	8.1%	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	8.2%	7.8%	0	0.0%	8.2%	7.8%
Grade 11	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 12	0	0.0%	7.0%	6.8%	0	0.0%	7.0%	6.8%
Ethnic Distribution:								
African American	42	8.3%	4.5%	12.7%	42	8.3%	4.4%	12.7%
Hispanic	213	42.3%	50.9%	52.9%	213	42.3%	50.9%	52.9%
White	235	46.6%	41.3%	26.5%	235	46.6%	41.3%	26.5%
American Indian	3	0.6%	0.4%	0.3%	3	0.6%	0.4%	0.3%
Asian	1	0.2%	0.4%	4.7%	1	0.2%	0.4%	4.7%
Pacific Islander	2	0.4%	0.1%	0.2%	2	0.4%	0.1%	0.2%
Two or More Races	8	1.6%	2.3%	2.7%	8	1.6%	2.3%	2.7%
Sex:								
Female	253	50.2%	48.7%	48.9%	253	50.2%	48.6%	48.9%
Male	251	49.8%	51.3%	51.1%	251	49.8%	51.4%	51.1%
Economically Disadvantaged	355	70.4%	75.3%	60.3%	355	70.4%	75.3%	60.2%
Non-Educationally Disadvantaged	149	29.6%	24.7%	39.7%	149	29.6%	24.7%	39.8%
Section 504 Students	34	6.7%	7.6%	7.2%	34	6.7%	7.6%	7.2%
EB Students/EL	86	17.1%	21.8%	20.7%	86	17.1%	21.9%	20.6%
Students w/ Disciplinary Placements (2019-20)	3	0.5%	2.4%	1.2%				
Students w/ Dyslexia	25	5.0%	5.4%	4.5%	25	5.0%	5.4%	4.5%
Foster Care	11	2.2%	0.7%	0.3%	11	2.2%	0.7%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	11	2.2%	1.0%	1.1%	11	2.2%	1.0%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	504	100.0%	45.5%	64.5%	504	100.0%	45.5%	64.5%
Military Connected	3	0.6%	0.7%	2.7%	3	0.6%	0.7%	2.7%
At-Risk	151	30.0%	52.6%	49.2%	151	30.0%	52.6%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	80	15.9%	21.2%	21.0%	80	15.9%	21.2%	20.9%
Gifted and Talented Education	43	8.5%	6.3%	8.3%	43	8.5%	6.3%	8.3%
Special Education	68	13.5%	11.5%	11.1%	68	13.5%	11.6%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	68							
By Type of Primary Disability								
Students with Intellectual Disabilities	16	23.5%	29.3%	42.5%				
Students with Physical Disabilities	34	50.0%	40.7%	21.3%				
Students with Autism	6	8.8%	**	14.1%				
Students with Behavioral Disabilities	12	17.6%	20.2%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	80	14.2%	11.6%	13.8%				
By Ethnicity:								
African American	13	2.3%	0.8%	2.8%				
Hispanic	26	4.6%	4.5%	7.1%				
White	39	6.9%	6.0%	3.1%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	19	23.2%	13.3%	16.5%				
Count and Percent of EB Students/EL who are Mobile	15	14.7%	8.4%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	59	14.6%	10.9%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	53	13.4%	11.3%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.3%	1.4%	-	4.4%	4.8%
Grade 1	1.1%	0.9%	1.9%	0.0%	0.0%	3.2%
Grade 2	1.6%	0.5%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	1.3%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.8	17.7
Grade 1	19.8	17.8	18.0
Grade 2	18.2	17.7	18.0
Grade 3	19.0	18.9	18.2
Grade 4	19.9	18.8	18.3
Grade 5	19.5	19.0	19.8
Grade 6	-	23.6	19.4
Secondary:			
English/Language Arts	-	15.1	15.7
Foreign Languages	-	20.7	17.8
Mathematics	-	18.2	16.9
Science	-	20.1	17.9
Social Studies	-	20.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	50.1	100.0%	100.0%	100.0%
Professional Staff:	39.8	79.3%	64.3%	64.3%
Teachers	33.8	67.3%	52.0%	49.6%
Professional Support	4.0	8.0%	7.3%	10.6%
Campus Administration (School Leadership)	2.0	4.0%	3.4%	3.0%
Educational Aides:	10.4	20.7%	18.1%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	9.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	7.7	15.3%	22.4%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.8%	11.1%
Hispanic	4.0	11.9%	10.7%	28.4%
White	29.8	88.1%	86.6%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.4%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	2.0	5.9%	22.8%	23.8%
Females	31.8	94.1%	77.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	28.5	84.4%	79.2%	73.0%
Masters	5.3	15.6%	20.1%	25.0%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.3	0.8%	3.6%	6.7%
1-5 Years Experience	8.0	23.7%	22.4%	27.8%
6-10 Years Experience	7.0	20.7%	16.6%	20.3%
11-20 Years Experience	11.5	34.1%	31.0%	29.1%
21-30 Years Experience	5.0	14.7%	22.5%	13.0%
Over 30 Years Experience	2.0	5.9%	3.9%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.9	n/a	14.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	3.7	6.4
Average Years Experience of Principals with District	5.0	3.7	5.5
Average Years Experience of Assistant Principals	4.0	4.6	5.5
Average Years Experience of Assistant Principals with District	4.0	3.1	4.8
Average Years Experience of Teachers:	13.2	13.5	11.2
Average Years Experience of Teachers with District:	7.4	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,884	\$52,478	\$50,849
1-5 Years Experience	\$50,350	\$50,736	\$53,288
6-10 Years Experience	\$51,700	\$52,903	\$56,282
11-20 Years Experience	\$55,596	\$56,896	\$59,900
21-30 Years Experience	\$64,034	\$63,222	\$64,637
Over 30 Years Experience	\$67,600	\$65,983	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$55,414	\$56,470	\$57,641
Professional Support	\$62,042	\$65,832	\$68,030
Campus Administration (School Leadership)	\$74,811	\$75,532	\$83,424
Instructional Staff Percent:	n/a	74.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.6	4.9%	2.4%	6.2%
Career and Technical Education	0.0	0.0%	6.4%	5.1%
Compensatory Education	2.0	5.8%	8.1%	2.8%
Gifted and Talented Education	0.3	0.8%	0.1%	1.8%
Regular Education	27.4	81.1%	72.6%	71.0%
Special Education	2.5	7.4%	5.1%	9.4%
Other	0.0	0.0%	5.3%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
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- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

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Cover Page

2021 Accountability Rating: Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](#). Acceptable campus ratings will be released with the final TAPR in January 2022.

Distinction Designations: Distinction designations were not awarded for 2021.

2021 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf

FFY 2019 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

2020–21 Texas Academic Performance Report (TAPR) Glossary

2021 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2021/masking.html>.

STAAR Performance (2020–21)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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Grade 8 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

Progress (Academic Growth and STAAR Progress Measure) (2018–19)

Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 2018 and 2019 data are shown.

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

Bilingual Education/ESL (2020–21)

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

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

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

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

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

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

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

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

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the terms of “emergent bilingual” and “English learner” have been bridged as EB/EL. The term “English learner” is still used in federal regulations and guidance. This category includes:

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

STAAR Participation (2020–21)

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

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

- *Included in Accountability:* scored answer documents
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
 - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either EB students/ELs who have been in school in the U.S. for one year.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

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

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

Accelerated Testers: SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school.

Attendance and Graduation

Attendance, Graduation, and Dropout Rates (2020–21)

Attendance Rate: The percentage of days that students were present. The rate for 2019–20 is based on student attendance through the fourth six weeks due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

total number of days that students in grades 1–12 were present during the 2019–20 school year

total number of days that students in grades 1–12 were in membership during the 2019–20 school year

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019–20 school year

total number of K–12 students enrolled for at least 10 days during the 2019–20 school year

(Data source: PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

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- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2019–20 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2019–20 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2019–20 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2019–20 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2019–20* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2021 Accountability Manual](#) (Data source: PEIMS 40203, 40110, 42400, and 42500)

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020.

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For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2020 for the 2020 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2020**

number of students in the 2020 cohort*

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

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2020 cohort*

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- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

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

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

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{array}}{\text{number of students in the 2020 cohort}^*}$$

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2019 cohort}^*}$$

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- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2019 cohort*

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2019 cohort*

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

number of students in the 2019 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020
plus

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2019 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020
plus

number of students from the cohort who received a TxCHSE by August 31, 2020

plus

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2019 cohort*

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6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

number of students in the 2018 cohort*

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2018 cohort*

- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2018 cohort*

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

number of students in the 2018 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

plus

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2018 cohort*

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- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{array}{l} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{array}}{\text{number of students in the 2018 cohort}^*}$$

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020. It is calculated as follows:

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

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

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2019–20*. (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2020) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2020 with reported graduation plans
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2020 who complete a 4-year FHSP-E

number of graduates in the Class of 2020 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2020 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2020 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

**number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA**

number of graduates in the Class of 2020 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP

**number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with
FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2019-20 who earn an FHSP-E

number of graduates in SY 2019-20 with reported FHSP graduation plans

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FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2019-20 who earn an FHSP-DLA

number of graduates in SY 2019-20 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

**number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP
or FHSP-E or FHSP-DLA**

number of graduates in SY 2019-20 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the class of 2020. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see [https://tea.texas.gov/Academics/Graduation Information/State Graduation Requirements](https://tea.texas.gov/Academics/Graduation%20Information/State%20Graduation%20Requirements).

Graduation Profile (2020–21)

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2019-20 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: PEIMS 41163)*

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

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number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance

total number of students

EB (Emergent Bilingual) Students/EL (English Learners): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. *(Data source: PEIMS 40110)*

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

number of students in the 2019-20 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, and Military* Readiness (CCMR) (2020–21)

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

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate Degree:** A graduate earning an associate degree prior to graduation from high school. *(Data source: PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: PEIMS 40100)*

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- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 8) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced diploma plan and is identified as a current special education student *(Data source: PEIMS 40203 and 40110)*
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*
- 10) ***Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

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

College, Career, or Military Ready Graduates

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

College Ready Graduates

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

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

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

English Language Arts.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2019-20 annual graduates

Mathematics.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2019-20 annual graduates

Either Subject.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2019-20 annual graduates

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Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2019-20 annual graduates}}$$

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

$$\frac{\text{number of 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2019-20 annual graduates}}$$

Associate Degree: The percentage of annual graduates who earned an associate degree before graduation. *(Data source: PEIMS 40100)*

$$\frac{\text{number of 2019-20 annual graduates who earned an associate degree before graduation}}{\text{number of 2019-20 annual graduates}}$$

Associate Degree but not Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

Associate Degree and Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4 and career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

$$\frac{\text{number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2019-20 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2021 Accountability Manual*. *(Data source: PEIMS 48011)*

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number of 2019-20 annual graduates who earned an approved industry-based certification

number of 2019-20 annual graduates

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2021 Accountability Manual*. (Data source: PEIMS 40203)

number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2019-20 annual graduates

Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student (Data source: PEIMS 40203 and 42401)

number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2019-20 annual graduates

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate (Data source: THECB)

number of 2019-20 annual graduates who earned a level I or level II certificate

number of 2019-20 annual graduates

CCMR-related Indicators (2020–21)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2019-20 annual graduates who met the TSI criteria on the TSIA

number of 2019-20 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (Data source: PEIMS 43415)

English Language Arts.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2019-20 annual graduates

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Mathematics.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2019-20 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. (Data source: College Board and IB)

All Subjects

number of students in grades 11 & 12 in the 2019-20 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced

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placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (*Data source: College Board and IB*)

All Subjects

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

(*Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110*)

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2019-20 graduates who took either the SAT or the ACT

number of 2019-20 graduates reported

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

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number of 2019-20 graduating examinees who scored at or above the criterion
score on either the SAT or the ACT

number of 2019-20 graduating examinees taking either the SAT or the ACT

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

- (2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

- (3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2019-20 graduates who took the ACT

number of 2019-20 graduates who took the ACT

- (2) *Average ACT Score (English Language Arts):* The average score for the ACT English and reading combined. The maximum score is 36.

sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT

number of 2019-20 graduates who took the ACT

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- (3) *Average ACT Score (Mathematics)*: The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

- (4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

Other Postsecondary Indicators (2020–21)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows:
(Data source: PEIMS 43415)

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2019-20}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2019-20}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20}}$$

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Science

number of students in grades 9–12 in 2019-20 who received credit for at least
one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2019-20

Social Studies

number of students in grades 9–12 in 2019-20 who received credit for at least
one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2019-20

(Data source: PEIMS 43415)

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (Data source: PEIMS 40100, 40203, and 42400)

number of in 2019-20 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan
of study to take two or more CTE courses for three or more credits

number of in 2019-20 annual graduates

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2018-19 school year who attended a public or independent
college or university in Texas in the following academic year

number of graduates during the 2018-19 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year
following the year they graduated

and

met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year
following the year they graduated

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Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact THECB at (512) 427-6153.

Profile

Student Information (2020–21)

Please note, the Enrollment section of this report was created in 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–20, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 30, 2020).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(Data source: PEIMS 40100)

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Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Emergent Bilingual Students (EB)/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

The percentage of EB students/ELs is calculated by dividing the number of EB students/ELs by the total number of students in the district or campus. Not all students identified as EB students/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2020–21, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

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(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). *(Data source: PEIMS 40100)*

Immigrant: The count and percentage of students identified under the definition found under Title III of the Elementary and Secondary Education Act (ESEA), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under ESEA, Title I, Part A. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

number of students in the 2020–21 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students

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with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2019–20

**number of students who were in membership at any time during the
2019–20 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

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Attrition Rates: The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2019} - \text{number of students who returned in fall 2020}}{\text{number of students enrolled in fall 2019}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2020 in the same grade in which they were reported for the last six-week period of the prior school year (2019–20).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2019–20, available from TEA. (*Data source: PEIMS 40110*)

Data Quality (not on campus profile): The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2019–20 the end of the school-start window was September 25, 2020.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2019–20 school year}}$$

(*Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500*)

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Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2020–21)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

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Auxiliary Staff (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (*Data source: PEIMS 30060 and 30090*)

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). (*Data source: PEIMS 30040, 30050, and 30090*)

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. (*Data source: PEIMS 30040, 30050, and 30090*)

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. (*Data source: PEIMS 30040, 30050, and 30090*)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (*Data source: PEIMS 30040, 30050, and 30090*)

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

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Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

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Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2019–20 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: PEIMS 30040, 30050, and 30090*)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: PEIMS 30055 and 30060*)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. (*Data source: PEIMS 30055*)

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Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

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Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE

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03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III

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03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

I3060001	IB SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESIGN II
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENG DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE

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A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTRICITY & MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRONMENTAL SYSTEMS & SOCIETY STANDARD LEVEL
I3030001	IB DESIGN TECHNOLOGY STANDARD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHER LEVEL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGLISH LANGUAGE
I3302300	IB SOC & CULTURAL ANTHROLOGY STANDARD LEVEL
I3302400	IB SOC & CULTURAL ANTHROLOGY HIGHER LEVEL
I3302500	IB GLOBAL POLITICS STANDARD LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LEVEL
N1290325	IB BUSINESS & MANAGEMENT STANDARD LEVEL
N1290326	IB BUSINESS & MANAGEMENT HIGHER LEVEL
03310301	ECONOMICS ADVANCED STUDIES (1ST)
03380001	SOCIAL STUDIES ADVANCED STUDIES (1ST TIME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVERNMENT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WORLD GEOGRAPHY)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HISTORY AFRICA & MIDDLE EAST HIGHER LEVEL
I3301300	IB HISTORY OF AMERICAS HIGHER LEVEL
I3301400	IB HISTORY ASIA & OCEANIA HIGHER LEVEL
I3301500	IB HISTORY OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL

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I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN

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03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM

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03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE

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I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

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Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

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Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004.....	Assistant/Associate/Deputy Superintendent
027.....	Superintendent/CAO/CEO/President
061.....	Asst/Assoc/Deputy Exec Director
062.....	Component/Department Director
063.....	Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003.....	Assistant Principal
020.....	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012.....	Instructional Officer
028.....	Teacher Supervisor
040.....	Athletic Director
043.....	Business Manager
044.....	Tax Assessor and/or Collector
045.....	Director - Personnel/Human Resources
055.....	Registrar
060.....	Executive Director

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006.....	Audiologist
007.....	Corrective Therapist
008.....	Counselor
011	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant

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065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist

TEACHERS

087.....	Teacher
047.....	Substitute Teacher

EDUCATIONAL AIDES

033.....	Educational Aide
036.....	Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

2019 - 2020 Actual Financial Data
Totals for KAUFMAN ISD (129903)
Total Enrolled Membership: 4,055

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$10,102,051	25.53%	\$2,491	\$10,102,051	22.13%	\$2,491	\$25,533,913,274	43.11%	\$4,660
State Operating Funds	\$28,628,529	72.34%	\$7,060	\$29,380,641	64.35%	\$7,246	\$24,198,968,656	40.86%	\$4,417
Federal Funds	\$258,451	0.65%	\$64	\$4,958,026	10.86%	\$1,223	\$7,015,215,596	11.84%	\$1,280
Other Local	\$587,523	1.48%	\$145	\$1,214,685	2.66%	\$300	\$2,483,070,133	4.19%	\$453
Total Operating Revenue	\$39,576,554	100.00%	\$9,760	\$45,655,403	100.00%	\$11,259	\$59,231,167,659	100.00%	\$10,811
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$3,624,518	72.71%	\$894	\$7,988,017,723	85.75%	\$1,458
State Assistance for Debt Service	\$0	0.00%	\$0	\$1,345,478	26.99%	\$332	\$417,799,545	4.49%	\$76
Other Receipts (excluding debt service financing)	\$14,785	100.00%	\$4	\$14,785	0.30%	\$4	\$909,418,245	9.76%	\$166
Total Other Revenue	\$14,785	100.00%	\$4	\$4,984,781	100.00%	\$1,229	\$9,315,235,513	100.00%	\$1,700
Subtotal: Operating and Other Revenue	\$39,591,339	100.00%	\$9,764	\$50,640,184	100.00%	\$12,488	\$68,546,403,172	100.00%	\$12,511
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%	\$476
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%	\$476
Subtotal: Operating, Other and Recaptured Revenue	\$39,591,339	100.00%	\$9,764	\$50,640,184	100.00%	\$12,488	\$71,156,992,275	100.00%	\$12,988
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$6,707,981,130	72.89%	\$1,224
Estimated State TRS Contributions	\$1,908,652	100.00%	\$471	\$1,908,677	100.00%	\$471	\$2,495,227,887	27.11%	\$455
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$1,908,652	100.00%	\$471	\$1,908,677	100.00%	\$471	\$9,203,209,017	100.00%	\$1,680
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$41,499,991	100.00%	\$10,234	\$52,548,861	100.00%	\$12,959	\$77,749,612,189	100.00%	\$14,191
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$29,094,583	83.67%	\$7,175	\$31,043,557	76.36%	\$7,656	\$45,632,220,765	80.04%	\$8,329
Professional & Contracted Services (Object 62xx)	\$2,896,435	8.33%	\$714	\$5,474,599	13.47%	\$1,350	\$5,127,350,907	8.99%	\$936

2019 - 2020 Actual Financial Data
Totals for KAUFMAN ISD (129903)
Total Enrolled Membership: 4,055

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$2,161,714	6.22%	\$533	\$3,147,577	7.74%	\$776	\$4,914,857,654	8.62%	\$897
Other Operating Expenditures (Object 64xx)	\$620,699	1.78%	\$153	\$989,008	2.43%	\$244	\$1,339,390,963	2.35%	\$244
Total Operating Expenditures by Object	\$34,773,431	100.00%	\$8,575	\$40,654,741	100.00%	\$10,026	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$424,209	24.03%	\$105	\$4,903,353	78.26%	\$1,209	\$9,524,076,242	47.61%	\$1,738
Capital Outlay(Object 66xx)	\$1,341,215	75.97%	\$331	\$1,362,086	21.74%	\$336	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Object	\$1,765,424	100.00%	\$435	\$6,265,439	100.00%	\$1,545	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Object	\$36,538,855	100.00%	\$9,011	\$46,920,180	100.00%	\$11,571	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$21,868,297	62.89%	\$5,393	\$24,122,459	59.33%	\$5,949	\$32,482,839,029	56.97%	\$5,929
Instructional Resources & Media Services (Function 12)	\$235,567	0.68%	\$58	\$235,567	0.58%	\$58	\$620,523,428	1.09%	\$113
Curriculum & Staff Development (Function 13)	\$523,134	1.50%	\$129	\$568,665	1.40%	\$140	\$1,283,086,493	2.25%	\$234
Instructional Leadership (Function 21)	\$122,498	0.35%	\$30	\$122,498	0.30%	\$30	\$945,108,506	1.66%	\$173
School Leadership (Function 23)	\$2,429,970	6.99%	\$599	\$2,503,403	6.16%	\$617	\$3,397,560,197	5.96%	\$620
Guidance Counseling Services (Function 31)	\$1,146,125	3.30%	\$283	\$1,516,519	3.73%	\$374	\$2,204,295,228	3.87%	\$402
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$173,240,994	0.30%	\$32
Health Services (Function 33)	\$402,839	1.16%	\$99	\$441,010	1.08%	\$109	\$608,875,388	1.07%	\$111
Transportation (Function 34)	\$1,242,335	3.57%	\$306	\$1,242,335	3.06%	\$306	\$1,625,400,170	2.85%	\$297
Food Services (Function 35)	\$17,684	0.05%	\$4	\$2,106,735	5.18%	\$520	\$2,839,750,491	4.98%	\$518
Extracurricular (Function 36)	\$1,183,593	3.40%	\$292	\$1,541,332	3.79%	\$380	\$1,574,298,616	2.76%	\$287
General Administration (Function 41,92)	\$1,010,431	2.91%	\$249	\$1,010,431	2.49%	\$249	\$1,833,390,327	3.22%	\$335
Facilities Maintenance & Operations (Function 51)	\$3,076,205	8.85%	\$759	\$3,694,937	9.09%	\$911	\$5,475,939,693	9.60%	\$999
Security & Monitoring Services (Function 52)	\$396,914	1.14%	\$98	\$396,914	0.98%	\$98	\$621,397,805	1.09%	\$113
Data Processing Services (Function 53)	\$1,100,499	3.16%	\$271	\$1,100,499	2.71%	\$271	\$1,049,981,008	1.84%	\$192
Community Services (Function 61)	\$17,340	0.05%	\$4	\$51,437	0.13%	\$13	\$278,132,916	0.49%	\$51
Total Operating Expenditures by Function	\$34,773,431	100.00%	\$8,575	\$40,654,741	100.00%	\$10,026	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$424,209	24.03%	\$105	\$4,903,353	78.26%	\$1,209	\$9,524,076,242	47.61%	\$1,738

2019 - 2020 Actual Financial Data
Totals for KAUFMAN ISD (129903)
Total Enrolled Membership: 4,055

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$1,341,215	75.97%	\$331	\$1,362,086	21.74%	\$336	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Function	\$1,765,424	100.00%	\$435	\$6,265,439	100.00%	\$1,545	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Function	\$36,538,855	100.00%	\$9,011	\$46,920,180	100.00%	\$11,571	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$17,151,869	49.32%	\$4,230	\$17,151,869	42.19%	\$4,230	\$24,808,865,963	43.51%	\$4,528
Gifted and Talented (PIC 21)	\$162,963	0.47%	\$40	\$162,963	0.40%	\$40	\$407,970,018	0.72%	\$74
Career and Technical (PIC 22)	\$1,588,294	4.57%	\$392	\$1,629,808	4.01%	\$402	\$1,848,729,587	3.24%	\$337
Students with Disabilities (PICs 23,33)	\$3,212,805	9.24%	\$792	\$3,953,506	9.72%	\$975	\$7,124,984,870	12.50%	\$1,300
State Compensatory Education (PICs 24,26,28,29,30,34)	\$2,700,684	7.77%	\$666	\$3,915,608	9.63%	\$966	\$4,961,252,070	8.70%	\$906
Bilingual (PICs 25,35)	\$751,265	2.16%	\$185	\$807,546	1.99%	\$199	\$666,494,835	1.17%	\$122
High School Allotment (PIC 31)	\$239,804	0.69%	\$59	\$239,804	0.59%	\$59	\$198,008,871	0.35%	\$36
PreKindergarten (PIC 32)	\$804,778	2.31%	\$198	\$804,778	1.98%	\$198	\$556,180,368	0.98%	\$102
Early Education Allotment (PIC 36)	\$36,318	0.10%	\$9	\$36,318	0.09%	\$9	\$817,733,874	1.66%	\$149
Dyslexia or Related Disorder Services (PIC 37)	\$152,020	0.44%	\$37	\$152,020	0.37%	\$37	\$247,840,811	0.50%	\$45
College, Career, and Military Readiness (CCMR) (PIC 38)	\$27,025	0.08%	\$7	\$27,025	0.07%	\$7	\$225,233,881	0.46%	\$41
Athletics/Related Activities (PIC 91)	\$966,276	2.78%	\$238	\$968,365	2.38%	\$239	\$1,079,705,932	1.89%	\$197
Un-Allocated (PIC 99)	\$6,979,330	20.07%	\$1,721	\$10,805,131	26.58%	\$2,665	\$14,070,819,209	24.68%	\$2,568
Total Operating Expenditures by Program Intent Code (PIC)	\$34,773,431	100.00%	\$8,575	\$40,654,741	100.00%	\$10,026	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$424,209	24.03%	\$105	\$4,903,353	78.26%	\$1,209	\$9,524,076,242	47.61%	\$1,738
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$1,341,215	75.97%	\$331	\$1,362,086	21.74%	\$336	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$1,765,424	100.00%	\$435	\$6,265,439	100.00%	\$1,545	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$36,538,855	100.00%	\$9,011	\$46,920,180	100.00%	\$11,571	\$77,019,760,233	100.00%	\$14,058
Disbursements									
Total Disbursements									

2019 - 2020 Actual Financial Data
Totals for KAUFMAN ISD (129903)
Total Enrolled Membership: 4,055

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	\$34,773,431	94.76%	\$8,575	\$40,654,741	86.33%	\$10,026	\$57,013,820,289	70.09%	\$10,406
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	3.21%	\$476
Total Other Uses	\$0	0.00%	\$0	\$14,475	0.03%	\$4	\$1,065,828,545	1.31%	\$195
Intergovernmental Charge	\$157,114	0.43%	\$39	\$157,114	0.33%	\$39	\$647,236,702	0.80%	\$118
Debt Service (Object 6500)	\$424,209	1.16%	\$105	\$4,903,353	10.41%	\$1,209	\$9,524,076,242	11.71%	\$1,738
Capital Projects (Object 6600)	\$1,341,215	3.65%	\$331	\$1,362,086	2.89%	\$336	\$10,481,863,702	12.89%	\$1,913
Total Disbursements	\$36,695,969	100.00%	\$9,050	\$47,091,769	100.00%	\$11,613	\$81,343,414,583	100.00%	\$14,847

Tax Rates

2019 - 2020 (current tax year) Tax Rates

Maintenance & Operations				1.0683			1.0164		
Interest & Sinking				0.3800			0.2221		
Total Tax Rate				1.4483			1.2384		

Fund Balance**

Fund Balance

Nonspendable Fund Balance	\$528,854		\$130	\$528,854		\$130	\$616,400,402		\$120
Restricted Fund Balance	\$1,978,085		\$488	\$5,011,693		\$1,236	\$19,313,845,455		\$3,756
Committed Fund Balance	\$0		\$0	\$264,615		\$65	\$3,524,709,206		\$685
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$3,414,948,929		\$664
Unassigned Fund Balance	\$17,131,783		\$4,225	\$17,131,783		\$4,225	\$15,296,929,974		\$2,975
Total Fund Balance**	\$19,638,722		\$4,843	\$22,936,945		\$5,656	\$42,166,833,966		\$8,200

Fund Balance Reconciliation

2018-2019 Total Fund Balance (Previous Year)	\$14,886,768		\$3,688	\$17,531,932		\$4,343	\$39,112,172,860		\$7,670
2019-2020 Excess (Deficiency) Operating Expenditures	\$4,737,169		\$1,168	\$5,404,703		\$1,333	\$-8,388,390,544		\$-1,631
2019-2020 Excess (Deficiency) Non-Operating Expenditures	\$14,785		\$4	\$310		\$0	\$11,239,274,781		\$2,186
2019-2020 Uncommon Items	\$0		\$0	\$0		\$0	\$203,776,869		\$40
2019-2020 Total Fund Balance	\$19,638,722		\$4,843	\$22,936,945		\$5,656	\$42,166,833,966		\$8,200

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR KAUFMAN H S (129903001)
KAUFMAN ISD

Total Enrolled Membership: 1,167

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$7,944,214	86.47%	\$6,807	\$7,973,397	84.02%	\$6,832
Other Operating	\$1,203,944	13.10%	\$1,032	\$1,477,491	15.57%	\$1,266
Non-Operating(Equipt/Supplies)	\$39,455	0.43%	\$34	\$39,455	0.42%	\$34
Total Expenditures	\$9,187,613	100.00%	\$7,873	\$9,490,343	100.00%	\$8,132
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$6,896,662	75.39%	\$5,910	\$7,093,535	75.06%	\$6,078
Instructional Res/Media (12) *	\$92,361	1.01%	\$79	\$92,361	0.98%	\$79
Curriculum/Staff Develop (13) *	\$130,598	1.43%	\$112	\$130,598	1.38%	\$112
Instructional Leadership (21) *	\$28,043	0.31%	\$24	\$28,043	0.30%	\$24
School Leadership (23) *	\$659,553	7.21%	\$565	\$659,553	6.98%	\$565
Guidance/Counseling Svcs (31) *	\$333,785	3.65%	\$286	\$333,785	3.53%	\$286
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$70,914	0.78%	\$61	\$70,914	0.75%	\$61
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) * **	\$936,242	10.23%	\$802	\$1,042,099	11.03%	\$893
Plant Maint/Operation (51) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$9,148,158	100.00%	\$7,839	\$9,450,888	100.00%	\$8,098

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR KAUFMAN H S (129903001)
KAUFMAN ISD**

Total Enrolled Membership: 1,167

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$5,151,512	62.73%	\$4,414	\$5,151,512	62.20%	\$4,414
Gifted & Talented	\$158,101	1.93%	\$135	\$158,101	1.91%	\$135
Career & Technical	\$1,585,884	19.31%	\$1,359	\$1,627,398	19.65%	\$1,395
Students with Disabilities	\$730,016	8.89%	\$626	\$758,425	9.16%	\$650
Accelerated Education	\$459,513	5.60%	\$394	\$459,513	5.55%	\$394
Bilingual	\$9,650	0.12%	\$8	\$9,650	0.12%	\$8
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$90,215	1.10%	\$77	\$90,215	1.09%	\$77
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$27,025	0.33%	\$23	\$27,025	0.33%	\$23
Total Operating Expenditures	\$8,211,916	100.00%	\$7,037	\$8,281,839	100.00%	\$7,097

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR KAUFMAN H S (129903001)
KAUFMAN ISD**

Total Enrolled Membership: 1,167

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR GARY W CAMPBELL H S (129903003)
KAUFMAN ISD**

Total Enrolled Membership: 29

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$1,039,306	95.60%	\$35,838	\$1,066,752	95.69%	\$36,785
Other Operating	\$46,180	4.25%	\$1,592	\$46,369	4.16%	\$1,599
Non-Operating(Equipt/Supplies)	\$1,622	0.15%	\$56	\$1,622	0.15%	\$56
Total Expenditures	\$1,087,108	100.00%	\$37,486	\$1,114,743	100.00%	\$38,439
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$780,305	71.89%	\$26,907	\$807,751	72.57%	\$27,853
Instructional Res/Media (12) *	\$383	0.04%	\$13	\$383	0.03%	\$13
Curriculum/Staff Develop (13) *	\$19,745	1.82%	\$681	\$19,745	1.77%	\$681
Instructional Leadership (21) *	\$5,838	0.54%	\$201	\$5,838	0.52%	\$201
School Leadership (23) *	\$175,989	16.21%	\$6,069	\$175,989	15.81%	\$6,069
Guidance/Counseling Svcs (31) *	\$100,900	9.30%	\$3,479	\$100,900	9.06%	\$3,479
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$2,326	0.21%	\$80	\$2,326	0.21%	\$80
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) * **	\$0	0.00%	\$0	\$189	0.02%	\$7
Plant Maint/Operation (51) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$1,085,486	100.00%	\$37,431	\$1,113,121	100.00%	\$38,383

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR GARY W CAMPBELL H S (129903003)
KAUFMAN ISD**

Total Enrolled Membership: 29

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$0	0.00%	\$0	\$0	0.00%	\$0
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$152,218	14.02%	\$5,249	\$179,664	16.14%	\$6,195
Accelerated Education	\$933,268	85.98%	\$32,182	\$933,268	83.86%	\$32,182
Bilingual	\$0	0.00%	\$0	\$0	0.00%	\$0
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$1,085,486	100.00%	\$37,431	\$1,112,932	100.00%	\$38,377

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR GARY W CAMPBELL H S (129903003)
KAUFMAN ISD**

Total Enrolled Membership: 29

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR NORMAN J H (129903041)
KAUFMAN ISD**

Total Enrolled Membership: 987

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$5,335,782	92.71%	\$5,406	\$5,472,865	91.45%	\$5,545
Other Operating	\$411,539	7.15%	\$417	\$503,938	8.42%	\$511
Non-Operating(Equipt/Supplies)	\$8,007	0.14%	\$8	\$8,007	0.13%	\$8
Total Expenditures	\$5,755,328	100.00%	\$5,831	\$5,984,810	100.00%	\$6,064
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$4,686,867	81.55%	\$4,749	\$4,823,950	80.71%	\$4,887
Instructional Res/Media (12) *	\$31,360	0.55%	\$32	\$31,360	0.52%	\$32
Curriculum/Staff Develop (13) *	\$99,089	1.72%	\$100	\$99,089	1.66%	\$100
Instructional Leadership (21) *	\$22,489	0.39%	\$23	\$22,489	0.38%	\$23
School Leadership (23) *	\$403,426	7.02%	\$409	\$403,426	6.75%	\$409
Guidance/Counseling Svcs (31) *	\$219,207	3.81%	\$222	\$219,207	3.67%	\$222
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$69,153	1.20%	\$70	\$69,153	1.16%	\$70
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) * **	\$215,730	3.75%	\$219	\$308,129	5.16%	\$312
Plant Maint/Operation (51) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$5,747,321	100.00%	\$5,823	\$5,976,803	100.00%	\$6,056

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR NORMAN J H (129903041)
KAUFMAN ISD**

Total Enrolled Membership: 987

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$4,797,117	86.72%	\$4,860	\$4,797,117	84.63%	\$4,860
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$477,692	8.64%	\$484	\$614,775	10.85%	\$623
Accelerated Education	\$102,218	1.85%	\$104	\$102,218	1.80%	\$104
Bilingual	\$4,975	0.09%	\$5	\$4,975	0.09%	\$5
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$149,589	2.70%	\$152	\$149,589	2.64%	\$152
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$5,531,591	100.00%	\$5,604	\$5,668,674	100.00%	\$5,743

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR NORMAN J H (129903041)
KAUFMAN ISD**

Total Enrolled Membership: 987

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LUCILLE NASH EL (129903114)
KAUFMAN ISD**

Total Enrolled Membership: 512

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$2,764,544	94.12%	\$5,400	\$2,938,076	92.85%	\$5,738
Other Operating	\$168,502	5.74%	\$329	\$221,859	7.01%	\$433
Non-Operating(Equipt/Supplies)	\$4,315	0.15%	\$8	\$4,315	0.14%	\$8
Total Expenditures	\$2,937,361	100.00%	\$5,737	\$3,164,250	100.00%	\$6,180
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$2,330,821	79.47%	\$4,552	\$2,516,653	79.64%	\$4,915
Instructional Res/Media (12) *	\$26,637	0.91%	\$52	\$26,637	0.84%	\$52
Curriculum/Staff Develop (13) *	\$71,056	2.42%	\$139	\$71,056	2.25%	\$139
Instructional Leadership (21) *	\$12,333	0.42%	\$24	\$12,333	0.39%	\$24
School Leadership (23) *	\$308,122	10.51%	\$602	\$308,122	9.75%	\$602
Guidance/Counseling Svcs (31) *	\$106,390	3.63%	\$208	\$106,390	3.37%	\$208
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$68,872	2.35%	\$135	\$68,872	2.18%	\$135
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) * **	\$8,815	0.30%	\$17	\$49,872	1.58%	\$97
Plant Maint/Operation (51) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$2,933,046	100.00%	\$5,729	\$3,159,935	100.00%	\$6,172

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LUCILLE NASH EL (129903114)
KAUFMAN ISD**

Total Enrolled Membership: 512

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$2,281,487	78.02%	\$4,456	\$2,281,487	73.63%	\$4,456
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$360,243	12.32%	\$704	\$401,550	12.96%	\$784
Accelerated Education	\$17,234	0.59%	\$34	\$150,414	4.85%	\$294
Bilingual	\$190,445	6.51%	\$372	\$190,445	6.15%	\$372
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$74,822	2.56%	\$146	\$74,822	2.41%	\$146
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$2,924,231	100.00%	\$5,711	\$3,098,718	100.00%	\$6,052

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LUCILLE NASH EL (129903114)
KAUFMAN ISD**

Total Enrolled Membership: 512

Note: Some amounts may not total due to rounding.

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2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR J R PHILLIPS EL (129903112)
KAUFMAN ISD

Total Enrolled Membership: 430

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$2,764,261	94.67%	\$6,429	\$2,933,778	93.50%	\$6,823
Other Operating	\$151,598	5.19%	\$353	\$199,932	6.37%	\$465
Non-Operating(Equipt/Supplies)	\$4,130	0.14%	\$10	\$4,130	0.13%	\$10
Total Expenditures	\$2,919,989	100.00%	\$6,791	\$3,137,840	100.00%	\$7,297
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$2,303,182	78.99%	\$5,356	\$2,484,999	79.30%	\$5,779
Instructional Res/Media (12) *	\$26,593	0.91%	\$62	\$26,593	0.85%	\$62
Curriculum/Staff Develop (13) *	\$67,770	2.32%	\$158	\$67,770	2.16%	\$158
Instructional Leadership (21) *	\$9,541	0.33%	\$22	\$9,541	0.30%	\$22
School Leadership (23) *	\$322,977	11.08%	\$751	\$322,977	10.31%	\$751
Guidance/Counseling Svcs (31) *	\$112,946	3.87%	\$263	\$112,946	3.60%	\$263
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$66,060	2.27%	\$154	\$66,060	2.11%	\$154
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) * **	\$6,790	0.23%	\$16	\$42,824	1.37%	\$100
Plant Maint/Operation (51) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$2,915,859	100.00%	\$6,781	\$3,133,710	100.00%	\$7,288

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR J R PHILLIPS EL (129903112)
KAUFMAN ISD**

Total Enrolled Membership: 430

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$2,027,771	69.71%	\$4,716	\$2,027,771	65.85%	\$4,716
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$303,576	10.44%	\$706	\$349,708	11.36%	\$813
Accelerated Education	\$321,646	11.06%	\$748	\$446,031	14.48%	\$1,037
Bilingual	\$256,076	8.80%	\$596	\$256,076	8.32%	\$596
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$2,909,069	100.00%	\$6,765	\$3,079,586	100.00%	\$7,162

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR J R PHILLIPS EL (129903112)
KAUFMAN ISD**

Total Enrolled Membership: 430

Note: Some amounts may not total due to rounding.

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**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR J W MONDAY EL (129903110)
KAUFMAN ISD**

Total Enrolled Membership: 468

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$2,970,193	94.32%	\$6,347	\$3,195,767	93.19%	\$6,829
Other Operating	\$174,143	5.53%	\$372	\$228,934	6.68%	\$489
Non-Operating(Equipt/Supplies)	\$4,669	0.15%	\$10	\$4,669	0.14%	\$10
Total Expenditures	\$3,149,005	100.00%	\$6,729	\$3,429,370	100.00%	\$7,328
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$2,548,001	81.03%	\$5,444	\$2,785,875	81.35%	\$5,953
Instructional Res/Media (12) *	\$24,867	0.79%	\$53	\$24,867	0.73%	\$53
Curriculum/Staff Develop (13) *	\$70,697	2.25%	\$151	\$70,697	2.06%	\$151
Instructional Leadership (21) *	\$17,916	0.57%	\$38	\$17,916	0.52%	\$38
School Leadership (23) *	\$272,428	8.66%	\$582	\$272,428	7.95%	\$582
Guidance/Counseling Svcs (31) *	\$129,891	4.13%	\$278	\$129,891	3.79%	\$278
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$72,721	2.31%	\$155	\$72,721	2.12%	\$155
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) * **	\$7,815	0.25%	\$17	\$50,306	1.47%	\$107
Plant Maint/Operation (51) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$3,144,336	100.00%	\$6,719	\$3,424,701	100.00%	\$7,318

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR J W MONDAY EL (129903110)
KAUFMAN ISD**

Total Enrolled Membership: 468

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$2,121,279	67.63%	\$4,533	\$2,121,279	63.08%	\$4,533
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$493,555	15.74%	\$1,055	\$558,293	16.60%	\$1,193
Accelerated Education	\$243,355	7.76%	\$520	\$373,271	11.10%	\$798
Bilingual	\$202,483	6.46%	\$433	\$234,403	6.97%	\$501
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$75,849	2.42%	\$162	\$75,849	2.26%	\$162
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$3,136,521	100.00%	\$6,702	\$3,363,095	100.00%	\$7,186

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR J W MONDAY EL (129903110)
KAUFMAN ISD**

Total Enrolled Membership: 468

Note: Some amounts may not total due to rounding.

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**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR HELEN EDWARD EARLY CHILDHOOD CENTE (129903105)
KAUFMAN ISD**

Total Enrolled Membership: 462

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$2,692,469	93.68%	\$5,828	\$3,313,033	93.19%	\$7,171
Other Operating	\$177,170	6.16%	\$383	\$237,655	6.68%	\$514
Non-Operating(Equipt/Supplies)	\$4,581	0.16%	\$10	\$4,581	0.13%	\$10
Total Expenditures	\$2,874,220	100.00%	\$6,221	\$3,555,269	100.00%	\$7,695
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$2,279,974	79.45%	\$4,935	\$2,862,919	80.63%	\$6,197
Instructional Res/Media (12) *	\$33,301	1.16%	\$72	\$33,301	0.94%	\$72
Curriculum/Staff Develop (13) *	\$61,234	2.13%	\$133	\$61,834	1.74%	\$134
Instructional Leadership (21) *	\$21,816	0.76%	\$47	\$21,816	0.61%	\$47
School Leadership (23) *	\$286,023	9.97%	\$619	\$312,100	8.79%	\$676
Guidance/Counseling Svcs (31) *	\$134,792	4.70%	\$292	\$134,792	3.80%	\$292
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$52,499	1.83%	\$114	\$90,670	2.55%	\$196
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) * **	\$0	0.00%	\$0	\$33,256	0.94%	\$72
Plant Maint/Operation (51) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$2,869,639	100.00%	\$6,211	\$3,550,688	100.00%	\$7,685

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR HELEN EDWARD EARLY CHILDHOOD CENTE (129903105)
KAUFMAN ISD**

Total Enrolled Membership: 462

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$772,703	26.93%	\$1,673	\$772,703	22.04%	\$1,673
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$569,399	19.84%	\$1,232	\$587,448	16.75%	\$1,272
Accelerated Education	\$598,853	20.87%	\$1,296	\$1,195,828	34.11%	\$2,588
Bilingual	\$87,588	3.05%	\$190	\$109,057	3.11%	\$236
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$804,778	28.04%	\$1,742	\$804,778	22.95%	\$1,742
Early Education Allotment	\$36,318	1.27%	\$79	\$36,318	1.04%	\$79
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$2,869,639	100.00%	\$6,211	\$3,506,132	100.00%	\$7,589

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR HELEN EDWARD EARLY CHILDHOOD CENTE (129903105)
KAUFMAN ISD**

Total Enrolled Membership: 462

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KISD Goals and Performance Objectives 2020-2021

- Goal 1: Improve Student Achievement
 - Performance Objective 1: State assessment scores in all core areas will meet or exceed state standards for all student groups.
 - Performance Objective 2: Percentage of students approaching, meeting, and mastering grade level on state accountability will meet or exceed state average in all subjects for all student groups
- Goal 2: Improve Student Career and College Readiness
 - Performance Objective 1: Percentage of students graduating with an endorsement will meet or exceed state averages.
 - Performance Objective 2: Completion rates, attendance rates, and dropout rates will meet or exceed state standards and averages.
 - Performance Objective 3: Promote a college -bound culture
- Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff
 - Performance Objective 1: The district will provide high quality staff development.
 - Performance Objective 2: The district will recruit and hire fully certified and highly qualified administrators, teachers, and staff.
- Goal 4: Improve Student Programs & Services
 - Performance Objective 1: Technology will be integrated throughout the district.
 - Performance Objective 2: Students in need of specialized services will be properly identified and served.
 - Performance Objective 3: Parental and community involvement will be prioritized.
 - Performance Objective 4: The district will maintain compliance with state and federal laws and regulations.
- Goal 5: Provide a safe and orderly learning environment
 - Performance Objective 1: Provide programs and structures that promote safety and security
 - Performance Objective 2: Provide programs and structures that promote an orderly learning environment
 - Performance Objective 3: Provide programs and structures that promote social and emotional well-being

Kaufman Independent School District

District Improvement Plan

2021-2022



Mission Statement

KISD will equip students to become lifelong learners committed to academic excellence, integrity, responsible citizenship, and service to others.

Vision

Preparation Purpose Pride

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kaufman ISD is a public school district that meets the unique needs of approximately 4100 PK-12th grade students. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. The district consists of seven campuses; Helen Edwards Early Childhood Center (PK, K), Monday Elementary (grades 1-5), Phillips Elementary (grades 1-5), Lucille Nash Elementary (grades 1-5), O.P. Norman Junior High School (grades 6-8), Kaufman High School (grades 9-12), and Gary Campbell High School (an alternative high school campus). Our four campuses that serve PK through 5th grade are all identified as schoolwide title I campuses. The district recently moved to community-based elementary schools.

In 2021-2022, we have 75% Economically Disadvantaged students, 53.8% Hispanic, 38.7% White, 4.2% African American, and 2.5% two or more races. 50% of our students are identified as At-Risk. 24% of our students are classified as Limited English Proficient (LEP). 6.6% of our students are identified as Gifted and Talented, 4.8% are dyslexic, and 11.6% are identified as Students with Disabilities requiring special education services.

Attendance rates are above the state average and have remained steady over the years. In 2020-2021 we had an attendance rate of 95.05%. This represents a slight decrease from previous years due to COVID concerns. The dropout rate is consistently below 1% and less than half the state average.

The federal mandate for highly qualified teachers has now expired, but KISD continues to place a high priority on employing a high quality, talented staff. Our average years of experience for teachers is 13.4 years.

Demographics Strengths

KISD has a diverse student population that provides a rich school culture and community that values education. Our population is fairly stable and has grown at about 1% annually for the past several years. Enrollment declined by 2% in 20-21 due in part to COVID, but has rebounded early in 21-22. Recent demographic studies indicate that KISD is likely to experience significant and rapid growth over the next 10 years.

Student Learning

Student Learning Summary

In 2019-2020 and 2020-2021, districts and campuses were not rated due to the Caronavirus crisis. Most of the data in this section is from 2018-2019. 2018-2019 was the second year for school districts to be graded on an A-F scale. In addition, each campus also received A-F grades. The district earned an overall rating of 87 (B) with a B grade in each of the three domains. The district earned an A in relative performance which means that we performed well in comparison to other districts with a similar percentage of economically disadvantaged students. Every campus earned a B rating with the exception of Gary Campbell High School which earned an A.

The following distinctions were earned by the campuses:

- Kaufman HS - Science, Comparative Closing the Gaps
- Norman Junior High - Social Studies
- Monday Elementary - Math, Science, Academic Growth
- Phillips Elementary - Academic Growth
- Nash Elementary - ELA/Reading, Science, Academic Growth, Postsecondary Readiness

From 2018 to 2019 our accountability ratings improved from an 80 to an 87, student achievement went from 75 to 86, school progress went from 84 to 89, and closing the gaps from 71 to 82.

For more information on student achievement, see the data tables in the addendum.

We continue to see improvement in the percentage of students who are reading on grade level in the early elementary years.

Preliminary data from 2020-2021 has helped us identify deficiencies and learning gaps. Addressing these gaps will be a primary focus for 2021-2022. The STAAR passing percentages in 20-21 are lower than 18-19. In general, KISD declines are not as severe as statewide declines. Although 2021 STAAR data is flawed due to COVID and was not used in 2021 State accountability, the data from the federal report card is included in the addendum.

Student Learning Strengths

- Although our passing rates are not as high as we would like for them to be, we were showing positive growth in most areas prior to COVID
- Scores across the board are beginning to rise.
- Math, Science, and Social Studies showed significant improvement in 2018 & 2019.
- Reading levels in PK through grade 2 continue to improve
- The district earned an 89 in school progress due in part to significant focus on student academic growth
- College, Career, and Military readiness moved from 37% a year ago to 64% which is a grade of 91.

District Processes & Programs

District Processes & Programs Summary

KISD employs 272 certified teachers, 37 support professionals, 28 administrative staff members, 92 educational aides, one librarians, 10 counselors, and 85 other paraprofessionals and auxiliary staff for a total of 514 staff members.

Over the past several years, we have completely overhauled our literacy program k-6. This includes a complete revamp of the scope and sequence, the implementation of guided reading including the purchase of leveled libraries, purchase and implementation of comprehension toolkits. Over the past couple of years we have placed more emphasis on writing with the implementation of Empowering Writers.

We are using Leveled Literacy Intervention and Read Right for reading intervention in the elementary schools. In 2018, we implemented the Read Right program at JH and HS to assist students who struggle with reading. The program has already shown incredible success and has been added for upper elementary tier 3 students.

At the high school level, we continue to expand and enhance our program offerings to help prepare students for life beyond high school. The CTE program has nearly doubled in the past 8 years. We offer students multiple pathways in all five endorsement options. We completed construction of a new high school with features specifically designed to support our endorsement pathways including:

- A state of the art performing arts center
- Ag Science and Floral Design classrooms and shop
- A beautiful gym with seating for 1400
- A complete culinary arts commercial kitchen and learning space
- Multiple computer labs with new computers
- A Journalism lab with new Mac computers
- A fully functioning TV studio
- A digital graphics and animation lab
- New rehearsal spaces for theater, band, and choir
- New or newly refinished classrooms for all classes
- New collaboration-friendly classroom furniture for all classrooms
- An engineering lab with a robotics section and lab
- A two-level media center
- A Go-Center for college and career prep

District Processes & Programs Strengths

- Renewed approach to both Math and Reading instruction over the past few years
- Instructional Facilitators for math and reading
- Bilingual Coordinator/parent liaison
- Planning days built into calendar
- All principals use some form of Friday focus to communicate with staff
- Safety plans drills in place
- The district benefits from many experienced teachers
- The new HS has greatly benefited FA and CTE programs as well as general education classes

- PAWS safety system implemented this year to combat bullying and threats to student and teacher safety
- Threat assessment team and protocols
- 1:1 Chromebooks for HS
- COVID health and safety protocols

Perceptions

Perceptions Summary

The stress and strain of COVID and remote learning were heavy burdens for teachers to bear. However, most teachers approached the situation with a can-do attitude which is a tribute to their character and the strength of the KISD student-centered culture.

The teachers and staff at KISD continue to be committed to ensuring we provide a safe, secure and nurturing learning environment that provides students with a quality education and helps parents become part of the learning process. We hope that each and every child that walks our halls, leaves knowing that they matter, are valued, and hold worth. We work hard as a staff to meet the needs of each individual student.

We set our expectations high for academic success, and it is also our expectation that students will be good citizens at school and in the community. Parents are a vital component to the achievement and success of our students.

The new community alignment of our elementary schools is helping to facilitate sustained family involvement. Reaction to the realignment has been mostly positive.

Perceptions Strengths

- Positive staff relationships
- The community in general is highly supportive of school activities
- The School works hard to give back to the community

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data




- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices





Goals







Goal 1: Improve Student Achievement

Performance Objective 1: State assessment scores in all core areas will meet or exceed state standards for all student groups.

Evaluation Data Sources: STAAR Results
TAPR
Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Continue to support and improve guided reading program in grades k-6 Strategy's Expected Result/Impact: Small group instruction in reading will lead to better targeted instruction and a higher percentage of students reading on or above grade level Staff Responsible for Monitoring: Principals Instructional Facilitator Director of Curriculum and Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Provide district-wide staff development in areas of specific need Strategy's Expected Result/Impact: Teachers will be better prepared to attack areas of weakness Staff Responsible for Monitoring: Asst Sup of Academics Directors Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Use Lexia to track student reading levels and reinforce reading instruction Strategy's Expected Result/Impact: Teachers will have a better understanding of student learning gaps. This will guide instruction that leads to improved reading. Students will benefit from personalized intervention. Staff Responsible for Monitoring: Teachers Principal Inst Facilitator Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				


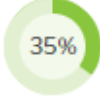

Strategy 4 Details	Reviews			
Strategy 4: Use computer Math program (IXL) to fill gaps and build student math skills Strategy's Expected Result/Impact: Students will increase their mathematical abilities and will perform better on state and local assessments Staff Responsible for Monitoring: Principals Math Inst Facilitator Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize Edugence to help continually improve effectiveness and efficiency of the RTI program Strategy's Expected Result/Impact: Our RTI program will meet the intervention needs of students allowing them to progress toward grade level. Staff Responsible for Monitoring: Principals Director of Curriculum and Instruction Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
Strategy 6: Use common assessments and data reviews to help guide instruction. Strategy's Expected Result/Impact: Data driven instruction will lead to more effective teaching and intervention which will make the students more successful. Staff Responsible for Monitoring: Principals Instructional Facilitators Department Chairs Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
Strategy 7: Use LLI or Read Right with Tier 3 readers at elementary and Read Right at secondary Strategy's Expected Result/Impact: Tier 3 readers will significantly improve reading abilities Staff Responsible for Monitoring: RTI Facilitator Principal Intervention Teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Dec	Mar	July	July
				





Strategy 8 Details	Reviews			
Strategy 8: Continue to provide and support intensive reading intervention in PK-6 Strategy's Expected Result/Impact: Struggling readers will show significant progress toward grade level. Staff Responsible for Monitoring: Principals Reading Intervention Teachers Results Driven Accountability Funding Sources: Intervention teachers - Title I Funds - \$572,000	Formative			Summative
	Dec	Mar	July	July
				
Strategy 9 Details	Reviews			
Strategy 9: Support and provide early instructional support for ELLs in PK-1st with additional paraprofessionals Strategy's Expected Result/Impact: Students will improve English speaking skills when provided with this additional support. Staff Responsible for Monitoring: Principals Bilingual teachers Paraprofessionals Results Driven Accountability Funding Sources: Paraprofessionals - Title III Funds - \$62,000	Formative			Summative
	Dec	Mar	July	July
				
Strategy 10 Details	Reviews			
Strategy 10: Provide expanded summer school to help recover from COVID learning loss (more teachers, more weeks, higher pay) Strategy's Expected Result/Impact: Students will begin to regain some of the learning lost due to COVID. Staff Responsible for Monitoring: Director of Curriculum and Instruction Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: Summer School payroll and supplies - ESSER III - \$270,000	Formative			Summative
	Dec	Mar	July	July
				
Strategy 11 Details	Reviews			
Strategy 11: Provide after-school tutoring program leading up to STAAR Strategy's Expected Result/Impact: Students will be better prepared for success on the STAAR test Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: After-school STAAR tutorials - ESSER III - \$180,000	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 1: Improve Student Achievement

Performance Objective 2: Percentage of students approaching, meeting, and mastering grade level on state accountability will meet or exceed state average in all subjects for all student groups

Evaluation Data Sources: STAAR Results
TAPR
Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Continuously emphasize the value of high expectations and rigor through various modes of communication and training. Strategy's Expected Result/Impact: Teachers will maintain high expectations for themselves and for students leading to higher levels of knowledge and skills among students. Staff Responsible for Monitoring: Asst Sup of Academics Principals Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Focus attention on student progress rather than just meeting a standard Strategy's Expected Result/Impact: With focused attention on growth for every child, students will be more likely to reach their full potential Staff Responsible for Monitoring: Principals Teachers Title I Schoolwide Elements: 2.4	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize Math Instructional Facilitator position Strategy's Expected Result/Impact: The facilitator will help teachers disaggregate data and refine teaching skills leading to higher levels of student success. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: Math Instructional Facilitator - Title II Funds - \$70,000	Formative			Summative
	Dec	Mar	July	July
				





Strategy 4 Details	Reviews			
Strategy 4: Utilize a Math consultant Strategy's Expected Result/Impact: The consultant will help make sure we are on track with our approach to mathematics instruction which help teachers and students maximize their potential. Staff Responsible for Monitoring: Math Facilitator Principals Asst Sup of Academics Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize Reading Instructional Facilitator position Strategy's Expected Result/Impact: The facilitator will help teachers disaggregate data and refine teaching skills leading to higher levels of student success. Staff Responsible for Monitoring: Director of Curriculum and Instruction Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
Strategy 6: Utilize Curriculum Director Position Strategy's Expected Result/Impact: Director will ensure a complete and effective curriculum leading to appropriate student learning. Staff Responsible for Monitoring: Assistant Superintendent of Academics Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: CD Salary, TRS, benefits - ESSER III - \$110,000	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
Strategy 7: Implement MAP testing in grades 1-8 Strategy's Expected Result/Impact: Assessment will help define learning gaps and guide instruction Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability	Formative			Summative
	Dec	Mar	July	July
				







Strategy 8 Details	Reviews			
Strategy 8: Provide Learning Loss Response grants for teachers Strategy's Expected Result/Impact: These grants will help teachers fill student learning gaps due to COVID learning loss. Staff Responsible for Monitoring: Assistant Superintendent of Academics Principals Results Driven Accountability Funding Sources: LLR Grants - ESSER III - \$170,000	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Percentage of students graduating with an endorsement will meet or exceed state averages.

Evaluation Data Sources: Graduation records
PEIMS










Strategy 1 Details	Reviews			
Strategy 1: Continue to develop and support multiple pathways in each of the 5 endorsement tracks. Strategy's Expected Result/Impact: Students will be able to graduate with endorsements in areas of interest and will be more prepared for college or careers Staff Responsible for Monitoring: Asst Sup of Academics Principals Associate Principal Counselors Teachers Title I Schoolwide Elements: 2.5	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Implement new CTE courses to add to pathways as students reach the upper levels Strategy's Expected Result/Impact: Students will be able to graduate with endorsements in areas of interest and will be more prepared for college or careers Staff Responsible for Monitoring: Asst Sup of Academics Principals Associate Principal Counselors Teachers Title I Schoolwide Elements: 2.5	Formative			Summative
	Dec	Mar	July	July
				

Strategy 3 Details	Reviews			
Strategy 3: Utilize partnership with TVCC and Texas Health Presbyterian Hospital to support addition of CNA program to Health Science in 2018-2019 Strategy's Expected Result/Impact: By 2018-2019 we will have a program that will allow students to graduate with a CNA and be prepared for careers in health science. This will benefit the students, the hospital, the local community, and the greater medical community. Staff Responsible for Monitoring: Asst Sup of Academics Principals Associate Principal Title I Schoolwide Elements: 2.5	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Counselors will meet with all current HS students to review grad plans and with all 8th grade students and their parents to design or select grad pathways Strategy's Expected Result/Impact: Personal connection will help parents and students to be more informed and make wise decisions regarding college and career prep. Staff Responsible for Monitoring: Principal Counselors Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Improve Student Career and College Readiness

Performance Objective 2: Completion rates, attendance rates, and dropout rates will meet or exceed state standards and averages.

Evaluation Data Sources: PIEMS Reports
TAPR

Strategy 1 Details	Reviews			
Strategy 1: Provide an alternative choice HS - GCHS to meet the needs of at-risk students Strategy's Expected Result/Impact: Through a supportive and individualized atmosphere, this campus will allow at-risk students to graduate who may have otherwise had a very difficult time doing so. Staff Responsible for Monitoring: Superintendent GCHS staff Title I Schoolwide Elements: 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Provide night school for at-risk students at GCHS Strategy's Expected Result/Impact: This will allow at-risk students to graduate who may have otherwise had a very difficult time doing so. Staff Responsible for Monitoring: GCHS Principal Title I Schoolwide Elements: 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Conduct data review with principals to identify and locate leavers from the previous year. Strategy's Expected Result/Impact: This process will help keep kids from falling through the cracks. Particularly, students who withdraw to attend another school, but never show up at that school. Staff Responsible for Monitoring: Assistant Sup for Academics Director of Accountability Secondary Principals, Counselors, and Registrar Title I Schoolwide Elements: 2.6	Formative			Summative
	Dec	Mar	July	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 2: Improve Student Career and College Readiness








Performance Objective 3: Promote a college -bound culture

Evaluation Data Sources: Course Schedules

PEIMS Reports

CCMR

College enrollment data





Strategy 1 Details	Reviews			
Strategy 1: Support Dual Credit / AP / Pre-AP courses Strategy's Expected Result/Impact: Students who take these courses will expand their knowledge and abilities and will experience higher levels of success Staff Responsible for Monitoring: Asst. Sup of Academics Dir of Curr & Inst Principal Title I Schoolwide Elements: 2.4	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Administer PSAT to all Sophs and Jrs Strategy's Expected Result/Impact: Students will be more prepared when it comes time to take the SAT/ACT leading to higher scores and higher rates of student acceptance in colleges of their choice. Staff Responsible for Monitoring: Dir of Curr & Inst Principals Counselors	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Pay DC tuition for low-socio students Strategy's Expected Result/Impact: This will allow some students to attend college who may not have the opportunity otherwise. Staff Responsible for Monitoring: Dir of Curr & Inst Principal Counselor	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Goal 2: Improve Student Career and College Readiness

Performance Objective 4: CCMR rate based on TSI, ACT, SAT, Dual Credit, IBCs, and Military enlistment will improve from 52% to 60% by September of 2025

HB3 Goal

Evaluation Data Sources: TEA reports and local data







Strategy 1 Details	Reviews			
Strategy 1: Implement College Bridge curriculum in College Prep courses Strategy's Expected Result/Impact: The self-paced, targeted course will better prepare students for college and result in more students passing the TSI Staff Responsible for Monitoring: Director of Curriculum and Instruction Principal College Prep teachers	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Provide SAT, ACT, and TSI on campus Strategy's Expected Result/Impact: Greater access will allow more students to pass the tests Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunity for military recruiters to meet with HS students Strategy's Expected Result/Impact: More students will enlist in the military Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Increase opportunities for students to earn Industry Based Certificates Strategy's Expected Result/Impact: An increased number of students, when provided with the opportunity, will earn an Industry Based Certification and be considered College/Career/Military Ready. Staff Responsible for Monitoring: Associate Principal, CTE Teachers, Principal	Formative			Summative
	Dec	Mar	July	July
				











Strategy 5 Details	Reviews			
Strategy 5: Employ Director of CCMR Strategy's Expected Result/Impact: Students will be better prepared for college and careers. Staff Responsible for Monitoring: Assistant Superintendent of Academics Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 1: The district will provide high quality staff development.

Evaluation Data Sources: Eduphoria Workshop / Strive
R10 Offerings
Assessments









Strategy 1 Details	Reviews			
Strategy 1: Provide district-wide staff development in areas of specific need. Strategy's Expected Result/Impact: Teachers will be better prepared to attack areas of weakness leading to improvement in those areas. Staff Responsible for Monitoring: Asst Sup of Academics	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Use exchange hour program for professional development. Strategy's Expected Result/Impact: This will allow teachers to seek training on topics of interest or need. It will allow them to target training in line with their T-TESS goals. This will help them better serve their students' needs. Staff Responsible for Monitoring: Asst Sup of Academics Principals	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize district-developed, principal-led compliance training for required professional development. Strategy's Expected Result/Impact: Face-to-face training will allow principals to emphasize important aspects of the law and district expectation in order to better inform teachers. Staff Responsible for Monitoring: Asst. Sup Principals`	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Implement campus-based, ongoing ethics training. Strategy's Expected Result/Impact: This training will strengthen teachers' awareness of ethical practices and help avoid unethical behavior. Staff Responsible for Monitoring: Asst Sup Principals	Formative			Summative
	Dec	Mar	July	July
				

Strategy 5 Details	Reviews			
Strategy 5: Provide new teacher orientation Strategy's Expected Result/Impact: New teachers will be able to assimilate to the KISD culture. Expectations will be made clear Staff Responsible for Monitoring: Superintendent Asst Superintendents	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
Strategy 6: Provide a mentor program for teachers new to the profession Strategy's Expected Result/Impact: This program will help brand new teachers progress in their development and help keep them from feeling overwhelmed. Staff Responsible for Monitoring: Asst Sup or HR Mentor Program Advisor	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
Strategy 7: Use T-TESS system with Student Learning Objectives Strategy's Expected Result/Impact: This system helps keep the teachers focused on continual growth for themselves and their students. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Mar	July	July
				
Strategy 8 Details	Reviews			
Strategy 8: All K-3 teachers will complete Reading Academies Strategy's Expected Result/Impact: Greater student achievement in Reading. Staff Responsible for Monitoring: Director of Curriculum and Instruction Reading Facilitator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: RA Stipends - ESSER III - \$60,000	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 2: The district will recruit and hire fully certified and highly qualified administrators, teachers, and staff.








Evaluation Data Sources: Personnel reports

Strategy 1 Details	Reviews			
Strategy 1: Give hiring preference to fully certified candidates Strategy's Expected Result/Impact: This will ensure that we are putting the most qualified teachers in the classroom. Staff Responsible for Monitoring: Asst Sup of HR and Operations	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure that low income and minority students are not taught at higher rates than other students by non-certified or inexperienced teachers. Strategy's Expected Result/Impact: All students will have equal access to high quality teachers. Staff Responsible for Monitoring: Asst Superintendent of HR Equity Plan	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 3: The district will retain high quality staff members

Evaluation Data Sources: Retention rates

Strategy 1 Details	Reviews			
Strategy 1: Retention bonuses will be issued to all returning staff members in August and November Strategy's Expected Result/Impact: The district will retain high quality staff members Results Driven Accountability Funding Sources: Retention Bonuses - ESSER II - \$600,000	Formative			Summative
	Dec	Mar	July	July
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Goal 4: Improve Student Programs & Services










Performance Objective 1: Technology will be integrated throughout the district.

Evaluation Data Sources: Usage Reports

Tech Plan

Tech survey

Strategy 1 Details	Reviews			
Strategy 1: Purchase additional Chromebooks for student use Strategy's Expected Result/Impact: The addition of new devices will allow more students and teachers to use technology at the same time leading to greater learning opportunities. It will also enable remote learning during the COVID crisis. Staff Responsible for Monitoring: Director of Technology Asst Sup of Academics Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Develop programs to utilize technology in the classroom. Strategy's Expected Result/Impact: This mobile lab will expand learning opportunities for students during the school-year and the summer. Staff Responsible for Monitoring: Asst. Sup Technology Director Dir of Curr & Inst Reading Facilitator Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Maintain highly-trained and skilled technical staff Strategy's Expected Result/Impact: The technology staff will order, prepare, deploy, inventory, and maintain all technical equipment allowing the teachers and students to utilize these tools. Staff Responsible for Monitoring: Asst Sup of Academics Technology Director	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details	Reviews			
Strategy 4: Continue to support 1:1 chromebook program at KHS and GCHS. Strategy's Expected Result/Impact: This will allow students to use technology in all classes and at home. It will build technology skills, expand educational opportunity, and better prepare students for college. Staff Responsible for Monitoring: Asst Superintendent of Academics Principal Instructional Technology Facilitator Funding Sources: Chromebooks - ESSER III - \$100,000	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Employ Instructional Technology Facilitators to train teachers to use technology in the classroom Strategy's Expected Result/Impact: The teachers will be better equipped to integrate technology into daily instruction Staff Responsible for Monitoring: Principals Director of Curriculum and Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
Strategy 6: Purchase and install smartboards for early elementary classrooms. Strategy's Expected Result/Impact: Use of smartboards will promote higher levels of student engagement in the learning process. Staff Responsible for Monitoring: Assistant Superintendent of Academics Technology Director Instructional Technology Facilitator Principals Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - Title III Funds - \$200,000	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs & Services








Performance Objective 2: Students in need of specialized services will be properly identified and served.











Evaluation Data Sources: Program Data and Evaluations

SST Data

RTI Data

PIEMS

Strategy 1 Details	Reviews			
Strategy 1: Utilize EL progress tracking and intervention system on every campus. Strategy's Expected Result/Impact: EL STAAR passing rates will improve by 10% in all subject areas. For younger campuses with no STAAR, the percentage of ELs reading on grade level will improve by 10%. Staff Responsible for Monitoring: Principals Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure continuum of services to address student needs including the treatment of dyslexia. Strategy's Expected Result/Impact: Recently acquired training will be utilized to identify and assist students with dyslexia allowing the students to be more successful. Staff Responsible for Monitoring: Director of Special Populations	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Update RTI policies and procedures Strategy's Expected Result/Impact: Students in need of intervention will be better served and will make greater progress toward grade level achievement. Staff Responsible for Monitoring: RTI Facilitator Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details	Reviews			
Strategy 4: Utilize Bilingual Coordinator/Parent Liaison Strategy's Expected Result/Impact: The Bilingual Coordinator will work with teachers to ensure effective practices are used to help our ELs. She will also work to engage our Spanish-speaking parents in the school system. Staff Responsible for Monitoring: Assistant Superintendent Principals Director of Special Populations Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Ensure effective and efficient special education services in compliance with federal, State, and local regulations. Strategy's Expected Result/Impact: The district will meet the needs of special education students Staff Responsible for Monitoring: Asst Sup of Academics Director of Special Education Title I Schoolwide Elements: 2.4	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
Strategy 6: Use Edugence to monitor RTI and student program supports Strategy's Expected Result/Impact: This use of this system will lead to more consistent support for at-risk students Staff Responsible for Monitoring: Principals Bilingual Coordinator Facilitators	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
Strategy 7: Employ Director of Student Services Strategy's Expected Result/Impact: Director will ensure appropriate continuity of services for all students. Staff Responsible for Monitoring: Assistant Superintendent of HR & Operations Results Driven Accountability Funding Sources: Dir of Student Services (salary, TRS, benefits) - ESSER III - \$110,000	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs & Services




Performance Objective 3: Parental and community involvement will be prioritized.









Evaluation Data Sources: PTO Data






Lunch and Learn Participation

Parent survey

Social media feedback

Strategy 1 Details	Reviews			
Strategy 1: Provide district-wide outreach program for EL parents to help build connections and capacity Strategy's Expected Result/Impact: EOY parental survey will show that ELL parents feel more welcome, informed, and valued; and possess new knowledge and resources allowing them to better support their child's education. Staff Responsible for Monitoring: Bilingual Coordinator Principals Project implementation team Title I Schoolwide Elements: 2.4, 2.6, 3.2	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Provide meeting invitations in Spanish and provide interpreters at meetings Strategy's Expected Result/Impact: Our Spanish speaking parents will be better informed, will feel more welcome and valued, and will be better able to support their child's education. Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 3.2	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: District will use website, social media, and Remind messages to keep parents informed. Strategy's Expected Result/Impact: Parents will be better informed, feel a stronger connection to the school and better able to support their child's education. Staff Responsible for Monitoring: All District Admin	Formative			Summative
	Dec	Mar	July	July
				









Strategy 4 Details	Reviews			
Strategy 4: District will provide opportunities for parents to access campuses - (This goal will be temporarily impacted by COVID) Strategy's Expected Result/Impact: Parents will be better informed, feel a stronger connection to the school and better able to support their child's education. Staff Responsible for Monitoring: All district admin KISD police Title I Schoolwide Elements: 3.2	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Support parent night activities on all campuses Strategy's Expected Result/Impact: Parents will be better informed, feel a stronger connection to the school and better able to support their child's education. Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 3.2	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
Strategy 6: Provide community Wi-Fi Hotspots throughout the district as well as individual hotspots for students who need them Strategy's Expected Result/Impact: These hotspots will allow internet access after school hours for students and parents who do not have access at home. Staff Responsible for Monitoring: Asst. Sup. for Academics Directory of Technology Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Hotspots - ESSER III - \$20,000	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
Strategy 7: Provide ESL College Nights at KHS for Spanish-speaking parents of HS students. Strategy's Expected Result/Impact: These college nights will provide important college information to Spanish-speaking parents. We hope this will lead to more ESL students attending college. Staff Responsible for Monitoring: HS Principal HS Counselor Bilingual Facilitator Title I Schoolwide Elements: 3.2	Formative			Summative
	Dec	Mar	July	July
				








Strategy 8 Details	Reviews			
<p>Strategy 8: The district will jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school.</p> <p>Strategy's Expected Result/Impact: Parents will be more engaged in the educational process leading to higher levels of student achievement and efficacy</p> <p>Staff Responsible for Monitoring: Asst Superintendent of Academics Dir. of Special Pops</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs & Services

Performance Objective 4: The district will maintain compliance with state and federal laws and regulations.

Evaluation Data Sources: Policy
R10 Compliance Check








Strategy 1 Details	Reviews			
Strategy 1: Provide periodic legal/policy updates for administrators Strategy's Expected Result/Impact: Campus administrators will remain current on policy and legal issues and will be better equipped to inform their staff. Staff Responsible for Monitoring: Central admin Directors	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor federal and special programs to ensure compliance. Strategy's Expected Result/Impact: The district will be in compliance with regulations pertaining to federal and special programs Staff Responsible for Monitoring: Asst Sup of Academics Director of Special Populations Director of Special Education	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure compliance with all financial rules and regulations Strategy's Expected Result/Impact: District will be compliant with all financial rules and regs as confirmed by a clean audit and high FIRST rating Staff Responsible for Monitoring: CFO	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Conduct rotating program evaluations Strategy's Expected Result/Impact: Rotating program evaluations will help the district ensure that all programs are in compliance and meeting the needs of our students. Staff Responsible for Monitoring: Superintendent Central Admin Directors	Formative			Summative
	Dec	Mar	July	July
				

Strategy 5 Details	Reviews			
Strategy 5: Provide annual compliance training for teachers and other appropriate personnel Strategy's Expected Result/Impact: Staff will be fully trained on topics required by law in order to carry out their professional responsibilities Staff Responsible for Monitoring: Asst Sup of Academics Principals	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs & Services

Performance Objective 5: Provide remote conferencing option as needed for elementary students quarantined due to COVID.

Evaluation Data Sources: Enrollment status, Attendance, Grades, Parent feedback

Strategy 1 Details	Reviews			
Strategy 1: Develop, implement, and monitor remote learning for quarantined elementary students after school hours. Strategy's Expected Result/Impact: Students who are quarantined will be served appropriately and stay on pace with their classmates. Staff Responsible for Monitoring: Director of Curriculum and Instruction Principals Teachers Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability	Formative			Summative
	Dec	Mar	July	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				




Goal 5: Provide a safe and orderly learning environment








Performance Objective 1: Provide programs and structures that promote safety and security






Evaluation Data Sources: PEIMS

Student discipline reports

student, teacher, parent feedback

Strategy 1 Details	Reviews			
Strategy 1: Employ and oversee ISD police department. The duties of the police officers include protecting: 1. The safety and welfare of any person in the jurisdiction of the peace officer, and 2. The property of the school district Strategy's Expected Result/Impact: An effective police force will help ensure that the campuses are safe and able to provide an orderly learning experience. Staff Responsible for Monitoring: Asst Superintendent Police Chief	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: District Emergency Operations Procedures Team will conduct audits and update EOP as needed. Strategy's Expected Result/Impact: The district will proactively deter terroristic activities and also be prepared to deal with campus emergencies as they arise. Staff Responsible for Monitoring: Asst Superintendent EOPT	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize Protect the Pride safety system to combat threats to student and teacher safety Strategy's Expected Result/Impact: This program will help ensure that KISD provides a safe learning environment. Staff Responsible for Monitoring: Asst. Sup. Principals Chief of Police	Formative			Summative
	Dec	Mar	July	July
				







Strategy 4 Details	Reviews			
Strategy 4: Convene a Student Safety Advisory Council Strategy's Expected Result/Impact: Student representatives from every grade level will meet periodically with the Assistant Superintendent to communicate student perspective on school safety issues. This information will be used to provide a safe and comfortable learning environment. Staff Responsible for Monitoring: Assistant Superintendent	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize threat assessment team and protocols in order to identify potential safety threats Strategy's Expected Result/Impact: The team will be able to identify potential threats to student safety and intervene appropriately in order to keep students safe. Staff Responsible for Monitoring: Assistant Superintendent Chief of Police Director of Student Services	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
Strategy 6: Develop, publish, and implement COVID health protocols in line with state and local guidelines Strategy's Expected Result/Impact: The district will protect the safety of students and staff Staff Responsible for Monitoring: Assistant Superintendent of Schools All Staff	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
Strategy 7: Convene School Health Advisory Committee to give input on health-related issues. Strategy's Expected Result/Impact: The SHAC will assist the administration and school board in making sound decisions in regard to student and staff health. Staff Responsible for Monitoring: Assistant Superintendent of HR and Operations Director of Student Services Nursing Coordinator	Formative			Summative
	Dec	Mar	July	July
				
Strategy 8 Details	Reviews			
Strategy 8: Partner with SFC to provide enhanced cleaning and disinfecting techniques to combat the spread of COVID and other viruses Strategy's Expected Result/Impact: Schools will be safer for students and staff. Staff Responsible for Monitoring: Assistant Superintendent Funding Sources: Custodial Contracted Service - ESSER II - \$500,000	Formative			Summative
	Dec	Mar	July	July
				

Strategy 9 Details	Reviews			
Strategy 9: In accordance with SB9, the district, with input from the School Health Advisory Council, will develop and implement a plan for instruction regarding child abuse, family violence, dating violence, and sex trafficking. This plan, including all statutory requirements, will be in place for the 2022-2023 school year. Strategy's Expected Result/Impact: Students will be safer as they are better informed about these dangers. Staff Responsible for Monitoring: Assistant Superintendent Dir of Curriculum and Inst Principals	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Provide a safe and orderly learning environment

Performance Objective 2: Provide programs and structures that promote an orderly learning environment





Evaluation Data Sources: student data reports
student, teacher, parent feedback
walk-through data






Strategy 1 Details	Reviews			
Strategy 1: Utilize a discipline management plan that is effective and equitable Strategy's Expected Result/Impact: Fair, balanced, consistent and firm discipline practices will contribute to a safe and orderly learning environment. Staff Responsible for Monitoring: Assistant Superintendent Principals Assistant Principals	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: District will support proactive discipline strategies and look for alternatives to ISS Strategy's Expected Result/Impact: Proactive discipline will limit more serious discipline issues. Alternatives to ISS will allow students more time in the classroom for instruction. Staff Responsible for Monitoring: Asst Superintendent Principals Asst Principals	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Provide a safe and orderly learning environment

Performance Objective 3: Provide programs and structures that promote social and emotional well-being

Evaluation Data Sources: discipline reports
counselor, teacher, student, parent feedback

Strategy 1 Details	Reviews			
Strategy 1: Campus administration and staff will use anti-bullying training and protocol Strategy's Expected Result/Impact: Students will have a safe and positive learning experience. Staff Responsible for Monitoring: Asst Superintendent Principals Teachers	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Sanford and Harmony social-emotional curriculum on the elementary campuses Strategy's Expected Result/Impact: Students will develop appropriate social skills and emotional stability. Staff Responsible for Monitoring: Director of Student Services Principals	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize the WHO program to reinforce social-emotional skills on elementary and early childhood campuses Strategy's Expected Result/Impact: Students will develop appropriate social skills and emotional stability. Staff Responsible for Monitoring: Director of Student Services Principals Counselors	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Use BASE program to teach digital citizenship, suicide prevention, and cyberbullying prevention Strategy's Expected Result/Impact: The program will promote student mental health and wellbeing Staff Responsible for Monitoring: Director of Student Services Counselors Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				

Strategy 5 Details	Reviews			
Strategy 5: Contract with local mental health provider to assist troubled children. Strategy's Expected Result/Impact: Children served will experience improved social and emotional well-being Staff Responsible for Monitoring: Director of Student Services Funding Sources: Mental Health contracted services - ESSER III - \$30,000	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All campuses will conduct a comprehensive needs assessment of the entire school that includes:

- The academic achievement of students
- The needs of students who are failing, or at-risk of failing, to meet State standards
- Barriers for educators, students, and parents
- The date the CNA was reviewed/revised

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

CIPs will be developed with involvement from all stakeholders including parents, community members, teachers, principal and other school leaders as well as representation of paraprofessionals, technology staff and special population personnel. Committee lists should include all stakeholders and their roles.

2.2: Regular monitoring and revision

Revision and monitoring as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging academic standards. Provide the dates the CIP was reviewed/revised.

2.3: Available to parents and community in an understandable format and language

Provide access to the CIP to the LEA, parents, and the public. The campus must include locations where the LEA will make the CIP available (post office, student handbook, parent meetings). The CIP must be in an understandable and uniform format and to the extent practicable, provided in a language that the CIP identifies that the parents can understand and indicate languages in which the CIP is distributed.

2.4: Opportunities for all children to meet State standards

Opportunities for all children to meet State standards. The plan contains strategies that will provide opportunities for all children, including each student group (economically disadvantaged students, major racial and ethnic groups, children with disabilities, and English learners) to meet the challenging State academic standards.

2.5: Increased learning time and well-rounded education

Increased learning time and well-rounded education. The plan contains methods and instructional strategies that strengthen the academic program in the school, crease the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

2.6: Address needs of all students, particularly at-risk

The plan contains strategies that will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school will jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school.

3.2: Offer flexible number of parent involvement meetings

All title I campuses will convene an annual meeting, at a convenient time, to which all parents shall be invited. The school shall offer a flexible number of meetings, such as meetings in the morning or evening, and with Title I-A funds may provide transportation, child care, or home visits, as such services relate to parental involvement. The school shall involve parents, in an organized, ongoing, and timely way. For parents, the school shall provide timely information about programs, a description/explanation of the curriculum, and opportunities to provide suggestions in decisions relating to the education of their children.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andi Blake	Teacher	Title I	1
Angela Riffin	Teacher	Title I	1
Christell Burley	Teacher	Title I	1
Jamie Archer	Teacher	Title I	1
Jennifer McLean	Instructional Facilitator - Reading	Title I	1
Julie Gentzel	Teacher	Title I	1
Lisa Tate	Teacher	Title I	1
Lizbeth Cordero	Instructional Facilitator - Reading	Title I	1
Natalie Morales	Teacher	Title I	1
Natalie Tucker	Instructional Facilitator - Reading	Title I	1
Sarah Sanders	Instructional Facilitator - Math	Title I	1
Stephanie Browning	Teacher	Title I	1

District Funding Summary

Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Intervention teachers		\$572,000.00
Sub-Total					\$572,000.00
Title II Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Math Instructional Facilitator		\$70,000.00
Sub-Total					\$70,000.00
Title III Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Paraprofessionals		\$62,000.00
4	1	6			\$200,000.00
Sub-Total					\$262,000.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Retention Bonuses		\$600,000.00
5	1	8	Custodial Contracted Service		\$500,000.00
Sub-Total					\$1,100,000.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Summer School payroll and supplies		\$270,000.00
1	1	11	After-school STAAR tutorials		\$180,000.00
1	2	6	CD Salary, TRS, benefits		\$110,000.00
1	2	8	LLR Grants		\$170,000.00
3	1	8	RA Stipends		\$60,000.00
4	1	4	Chromebooks		\$100,000.00
4	2	7	Dir of Student Services (salary, TRS, benefits)		\$110,000.00
4	3	6	Hotspots		\$20,000.00
5	3	5	Mental Health contracted services		\$30,000.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$1,050,000.00
Grand Total					\$3,054,000.00

Addendums

KISD DISTRICT IMPROVEMENT PLAN 21-22

APPENDIX A: STATE AND FEDERAL MANDATES

Anti-Bullying

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support KISD anti-Bullying policies, guidelines and procedures designed to reduce bullying (Board Policy FFI, FFF & FFH)	Campus Budgets	Campus Principals, and Campus Counselors	Discipline Reports
2. School staff members will be trained in the KISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals, and Campus Counselors Region X Online Training	Discipline Reports
3. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of HR	Discipline Reports, and Agendas

Child Abuse & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campus staff members will be trained to recognize and Report Child Abuse.	Region 10	Asst. Sup. of Academics, and Campus Counselors Region X Online Training	Training Certificates, Agendas, Survey Reports
2. All school staff members will follow the KISD Child Abuse reporting Protocol.	Region 10	Asst. Sup. Academics, and Campus Counselors, Region X Online Training	Counselor Documentation

Coordinated Health - SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
1. The SHAC Council will meet a minimum of 4 times per year.	Student Services Budget	Co-Chairs	Minutes, Agendas, Sign-in
2. The council will provide the KISD Board an annual report of their activities for the year.	Student Services Budget	Co-Chairs	Board Agenda – Presentation by SHAC Chairs
3. The majority of the council membership will be parents.	Student Services Budget	Co-Chairs	Membership List

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All staff members will complete the Region X online training "Suicide Prevention: Don't Keep It a Secret"	Region 10	Principals/ Directors	Eduphoria Workshop Records

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Secondary Schools will provide ongoing staff training on relationship abuse awareness, detection, and prevention.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report
2. High Schools will implement programs to eliminate teen dating violence and promote healthy relationships.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report
3. Selected secondary courses will embed a unit of study designed to increase awareness of teen dating violence and the warning signs of abusive relationships.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report
4. Elementary Counselors will conduct guidance lessons on conflict resolution to promote healthy relationships.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. Campuses will provide college and post high school information to all students including financial aid information.	High School Budgets	High School Counselors	Graduation Plans, and Post-Secondary Acceptance Data
2. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School Budgets	Counselors	Career Pathway Graduation Plans
3. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	High School Principal	Participant Data, and Participant Surveys
4. College & Career Day will be scheduled to offer opportunities for students and parents to visit with college recruiters & businesses.	High School Budgets	High School Counselors	Participant Data, and Participant Surveys
5. Dual and Concurrent credit will be available to all eligible students.	High School Budgets	Counselors	Number of Students Enrolled & Passing in Dual Credit Courses

6. Align college readiness assessments and design intervention framework to ensure college readiness for all.	Advanced Academic Budget, and Campus Budgets	Asst. Sup. of Academics, Campus Administrators, and Educators.	Student Surveys, and Graduation Tracker Data
7. Department of Assistive Rehabilitation Services Meeting with Students and Parents	DARS	Special Populations Dir	Sign-in College enrollment

KISD DISTRICT IMPROVEMENT PLAN

APPENDIX B: STATE COMPENSATORY EDUCATION FUNDING

Under [Chapter §29.081 of the Texas Education Code](#) (TEC), compensatory education is defined as programs or services designed to supplement the regular education program for students identified as being at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. In Kaufman ISD, state compensatory education funds are allocated in the following manner:

Helen Edwards	11 FTE	\$382,070
Monday Elem.	4 FTE	\$64,527
Phillips Elem.	5 FTE	\$168,386
Lucille Nash Elem.	3 FTE	\$96,961
O.P. Norman J.H.	9 FTE	\$312,773
Kaufman H.S.	11 FTE	\$469,861
Cary Campbell H.S.	12 FTE	\$524,154
KISD Total	55 FTE	\$2,018,732

KISD DISTRICT IMPROVEMENT PLAN ACRONYM INDEX

AP	Advanced Placement
Comp	Ed Compensatory Education
CTE	Career and Technical Education
EOC	End of Course
ELL	English Language Learner
ESL	English as a Second Language
GT	Gifted and Talented
HR	Human Resources
IDEA	Individuals with Disabilities Education Act
ISS	In School Suspension
PBMAS	Performance Based Monitoring Assessment System
PBS	Positive Behavior Supports
PEIMS	Public Education Information Management System
RtI	Response to Intervention
SCE	State Comprehensive Education
SHAC	School Health Advisory Council
SPED	Special Education
STAAR	State of Texas Assessments of Academic Readiness

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1:	The student in the public education system will demonstrate exemplary performance in the reading and writing of the	English
language.		
GOAL #2:	The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.	
GOAL #3:	The students in the public education system will demonstrate exemplary performance in the understanding of science.	
GOAL #4:	The students in the public education system will demonstrate exemplary performance in the understanding of social studies.	

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A

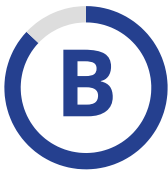
Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Student Enrollment Details 4,037 Students Enrolled **Address** 1000 S HOUSTON ST, KAUFMAN, TX 75142

DISTRICT OVERVIEW 2018-19

**HOW WELL DID THIS DISTRICT PERFORM
OVERALL?**



87 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

CHANGE OVER TIME

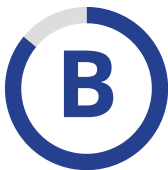
2017-18
B
80 out of 100

2018-19
B
87 out of 100

This section showcases annually the overall grade of this district to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

OVERALL PERFORMANCE DETAILS

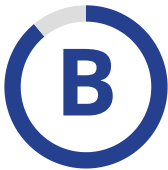
STUDENT ACHIEVEMENT



86 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

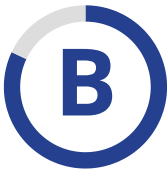
SCHOOL PROGRESS



89 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

CLOSING THE GAPS



82 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Student Enrollment Details 4,037 Students Enrolled **Address** 1000 S HOUSTON ST, KAUFMAN, TX 75142

HOW ARE SCORES CALCULATED?

STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	80	40%
College, Career, and Military Readiness	91	40%
Graduation Rate	90	20%
Total	86	100%

SCHOOL PROGRESS

The higher score of Academic Growth or Relative Performance is used.

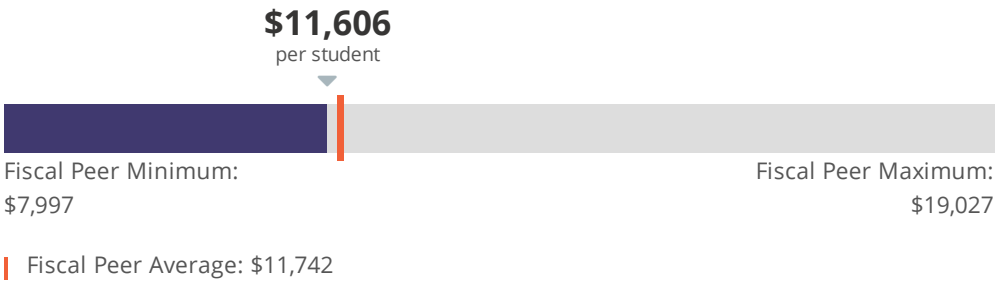
Component	Score	% of grade
Academic Growth	82	
Relative Performance	90	100%
Total	89	100%

CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	55	50.0%
Academic Growth/Graduation Rate	100	10.0%
English Language Proficiency	0	10.0%
Student Achievement	100	30.0%
Total	82	100%

FINANCE SUMMARY 2017-18

HOW MUCH DID THIS DISTRICT RECEIVE COMPARED TO OTHERS?



**FINANCIAL INTEGRITY RATING
SYSTEM OF TEXAS (FIRST) FOR
2018-19**



94 out of 100

Texas Education Agency
2021 Federal Report Card
KAUFMAN ISD (129903) - KAUFMAN COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State;

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --

(aa) the specific weight of the indicators in such differentiation;

(bb) the methodology by which the State differentiates all such schools;

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

Part (i)(VI) the exit criteria established by the State, including the length of years established.

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	67%	67%	64%	47%	56%	79%	*	*	-	43%	59%	80%	48%	67%	55%	59%	69%	-	*	*	*
	CWD	42%	44%	48%	*	38%	72%	-	-	-	*	43%	71%	48%	-	33%	48%	45%	-	-	*	-
	CWOD	70%	70%	67%	54%	59%	80%	*	*	-	*	62%	81%	-	67%	57%	62%	71%	-	*	-	*
	EL	54%	54%	55%	-	54%	*	-	-	-	-	53%	71%	33%	57%	55%	39%	67%	-	-	-	-
	Male	64%	64%	59%	40%	48%	83%	*	-	-	33%	52%	76%	48%	62%	39%	59%	-	-	*	*	*
	Female	70%	70%	69%	60%	64%	75%	*	*	-	*	65%	84%	45%	71%	67%	-	69%	-	*	-	-
Mathematics	All Students	61%	63%	56%	40%	51%	66%	*	*	-	43%	55%	60%	43%	58%	53%	59%	53%	-	*	*	*
	CWD	40%	44%	43%	*	38%	56%	-	-	-	*	38%	71%	43%	-	50%	42%	45%	-	-	*	-
	CWOD	64%	66%	58%	46%	53%	68%	*	*	-	*	58%	59%	-	58%	53%	65%	53%	-	*	-	*
	EL	51%	54%	53%	-	54%	*	-	-	-	-	56%	29%	50%	53%	53%	57%	50%	-	-	-	-
	Male	63%	65%	59%	30%	55%	72%	*	-	-	50%	56%	68%	42%	65%	57%	59%	-	-	*	*	*

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	59%	61%	53%	60%	47%	60%	*	*	-	*	53%	52%	45%	53%	50%	-	53%	-	*	-	-
Grade 4																						
Reading	All Students	62%	63%	66%	67%	63%	70%	-	-	-	57%	61%	79%	43%	71%	54%	62%	71%	-	*	*	*
	CWD	34%	38%	43%	*	33%	48%	-	-	-	*	41%	57%	43%	-	31%	44%	40%	-	*	-	-
	CWOD	66%	67%	71%	64%	67%	77%	-	-	-	60%	66%	82%	-	71%	59%	68%	74%	-	*	*	*
	EL	48%	50%	54%	-	54%	-	-	-	-	-	54%	60%	31%	59%	54%	47%	61%	-	*	-	-
	Male	59%	60%	62%	67%	56%	68%	-	-	-	*	57%	74%	44%	68%	47%	62%	-	-	*	*	*
	Female	66%	67%	71%	67%	70%	75%	-	-	-	*	66%	88%	40%	74%	61%	-	71%	-	*	-	*
Mathematics	All Students	58%	61%	70%	50%	67%	77%	-	-	-	57%	65%	85%	50%	74%	62%	70%	70%	-	*	*	*
	CWD	35%	39%	50%	*	39%	57%	-	-	-	*	49%	57%	50%	-	46%	50%	50%	-	*	-	-
	CWOD	62%	65%	74%	45%	72%	83%	-	-	-	60%	69%	89%	-	74%	65%	77%	72%	-	*	*	*
	EL	46%	51%	62%	-	62%	-	-	-	-	-	61%	80%	46%	65%	62%	58%	66%	-	*	-	-
	Male	61%	64%	70%	67%	63%	78%	-	-	-	*	64%	86%	50%	77%	58%	70%	-	-	*	*	*
	Female	56%	59%	70%	33%	71%	75%	-	-	-	*	66%	84%	50%	72%	66%	-	70%	-	*	-	*
Grade 5																						
Reading	All Students	72%	74%	71%	54%	66%	80%	-	*	-	100%	69%	79%	41%	76%	55%	68%	75%	-	*	*	-
	CWD	41%	43%	41%	*	36%	56%	-	-	-	-	40%	43%	41%	-	27%	38%	46%	-	-	*	-
	CWOD	77%	79%	76%	60%	71%	83%	-	*	-	100%	73%	82%	-	76%	62%	74%	77%	-	*	*	-
	EL	61%	66%	55%	-	54%	*	-	-	-	-	58%	29%	27%	62%	55%	53%	58%	-	-	-	-
	Male	69%	71%	68%	40%	63%	80%	-	*	-	*	67%	69%	38%	74%	53%	68%	-	-	*	-	-
	Female	76%	78%	75%	63%	70%	81%	-	-	-	*	70%	87%	46%	77%	58%	-	75%	-	-	*	-
Mathematics	All Students	69%	72%	73%	54%	66%	85%	-	*	-	80%	68%	85%	46%	77%	60%	70%	75%	-	*	*	-
	CWD	47%	49%	46%	*	40%	67%	-	-	-	-	43%	57%	46%	-	20%	42%	54%	-	-	*	-
	CWOD	73%	75%	77%	60%	71%	87%	-	*	-	80%	72%	88%	-	77%	69%	76%	77%	-	*	*	-
	EL	59%	64%	60%	-	59%	*	-	-	-	-	61%	57%	20%	69%	60%	60%	61%	-	-	-	-
	Male	70%	72%	70%	40%	66%	80%	-	*	-	*	66%	81%	42%	76%	60%	70%	-	-	*	-	-
	Female	69%	71%	75%	63%	66%	89%	-	-	-	*	70%	90%	54%	77%	61%	-	75%	-	-	*	-
Science	All Students	61%	63%	69%	54%	63%	79%	-	*	-	80%	65%	79%	46%	72%	57%	69%	68%	-	*	*	-
	CWD	36%	39%	46%	*	40%	67%	-	-	-	-	40%	71%	46%	-	40%	46%	46%	-	-	*	-
	CWOD	65%	66%	72%	60%	67%	81%	-	*	-	80%	69%	79%	-	72%	60%	74%	71%	-	*	*	-
	EL	43%	47%	57%	-	56%	*	-	-	-	-	57%	57%	40%	60%	57%	57%	56%	-	-	-	-
	Male	63%	65%	69%	40%	63%	83%	-	*	-	*	67%	75%	46%	74%	57%	69%	-	-	*	-	-
	Female	59%	60%	68%	63%	62%	77%	-	-	-	*	64%	82%	46%	71%	56%	-	68%	-	-	*	-
Grade 6																						
Reading	All Students	62%	63%	52%	31%	44%	65%	-	-	-	67%	50%	61%	27%	55%	29%	51%	53%	-	*	*	-
	CWD	29%	31%	27%	*	25%	33%	-	-	-	-	27%	*	27%	-	20%	22%	33%	-	-	*	-
	CWOD	66%	68%	55%	33%	46%	68%	-	-	-	67%	53%	62%	-	55%	30%	55%	55%	-	*	*	-
	EL	40%	43%	29%	-	29%	-	-	-	-	-	31%	21%	20%	30%	29%	23%	33%	-	-	-	-
	Male	58%	60%	51%	40%	47%	57%	-	-	-	*	47%	66%	22%	55%	23%	51%	-	-	*	*	-
	Female	65%	67%	53%	25%	41%	72%	-	-	-	60%	52%	56%	33%	55%	33%	-	53%	-	*	*	-

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	67%	69%	74%	62%	68%	82%	-	-	-	100%	73%	81%	42%	78%	61%	77%	72%	-	*	*	-	
	CWD	40%	43%	42%	*	45%	33%	-	-	-	-	47%	*	42%	-	40%	39%	47%	-	-	*	-	
	CWOD	70%	73%	78%	58%	72%	87%	-	-	-	100%	76%	85%	-	78%	62%	83%	74%	-	*	*	-	
	EL	51%	56%	61%	-	61%	-	-	-	-	-	63%	50%	40%	62%	61%	63%	59%	-	-	-	-	
	Male	68%	70%	77%	60%	70%	87%	-	-	-	*	77%	80%	39%	83%	63%	77%	-	-	*	*	-	
	Female	66%	69%	72%	63%	67%	78%	-	-	-	100%	70%	82%	47%	74%	59%	-	72%	-	*	*	-	
Grade 7																							
Reading	All Students	69%	70%	70%	70%	64%	78%	*	*	-	86%	67%	81%	43%	73%	52%	61%	81%	-	*	*	*	
	CWD	34%	36%	43%	*	43%	40%	-	-	-	-	43%	40%	43%	-	43%	35%	53%	-	-	-	-	
	CWOD	73%	74%	73%	75%	67%	81%	*	*	-	86%	70%	84%	-	73%	53%	64%	84%	-	*	*	*	
	EL	46%	49%	52%	-	51%	*	-	*	-	-	51%	60%	43%	53%	52%	44%	65%	-	-	-	*	
	Male	64%	65%	61%	*	53%	70%	*	*	-	*	58%	71%	35%	64%	44%	61%	-	-	-	-	*	
	Female	73%	74%	81%	78%	78%	85%	-	-	-	80%	78%	89%	53%	84%	65%	-	81%	-	*	*	*	
Mathematics	All Students	55%	58%	62%	50%	55%	72%	*	*	-	86%	60%	72%	26%	67%	44%	56%	70%	-	*	*	*	
	CWD	31%	33%	26%	*	26%	20%	-	-	-	-	23%	40%	26%	-	21%	25%	27%	-	-	-	-	
	CWOD	58%	62%	67%	50%	60%	77%	*	*	-	86%	65%	75%	-	67%	48%	60%	75%	-	*	*	*	
	EL	34%	35%	44%	-	43%	*	-	*	-	-	42%	60%	21%	48%	44%	40%	50%	-	-	-	*	
	Male	54%	57%	56%	*	49%	66%	*	*	-	*	55%	60%	25%	60%	40%	56%	-	-	-	-	*	
	Female	55%	58%	70%	56%	64%	78%	-	-	-	80%	65%	84%	27%	75%	50%	-	70%	-	*	*	*	
Grade 8																							
Reading	All Students	73%	74%	75%	67%	73%	78%	*	-	*	*	71%	91%	44%	77%	54%	74%	75%	-	*	-	*	
	CWD	38%	40%	44%	*	50%	43%	-	-	-	-	41%	*	44%	-	20%	38%	50%	-	-	-	-	
	CWOD	77%	78%	77%	71%	74%	83%	*	-	*	*	74%	93%	-	77%	57%	78%	77%	-	*	-	*	
	EL	49%	53%	54%	-	53%	*	-	-	-	-	52%	71%	20%	57%	54%	52%	57%	-	*	-	*	
	Male	67%	69%	74%	86%	74%	75%	*	-	*	*	69%	97%	38%	78%	52%	74%	-	-	*	-	*	
	Female	78%	79%	75%	50%	72%	81%	-	-	-	*	72%	86%	50%	77%	57%	-	75%	-	*	-	*	
Mathematics	All Students	61%	61%	59%	62%	61%	57%	*	-	*	*	56%	76%	24%	63%	50%	62%	57%	-	*	-	*	
	CWD	34%	35%	24%	*	40%	14%	-	-	-	-	18%	*	24%	-	40%	23%	25%	-	-	-	-	
	CWOD	64%	64%	63%	67%	63%	64%	*	-	*	*	61%	76%	-	63%	51%	66%	61%	-	*	-	*	
	EL	41%	45%	50%	-	50%	*	-	-	-	-	48%	67%	40%	51%	50%	49%	52%	-	*	-	*	
	Male	59%	58%	62%	71%	64%	57%	*	-	*	*	58%	81%	23%	66%	49%	62%	-	-	*	-	-	
	Female	63%	64%	57%	50%	59%	56%	-	-	-	-	54%	70%	25%	61%	52%	-	57%	-	-	-	*	
Science	All Students	67%	69%	73%	60%	69%	79%	*	-	*	*	70%	86%	28%	77%	51%	75%	71%	-	*	-	*	
	CWD	37%	40%	28%	*	30%	29%	-	-	-	-	27%	*	28%	-	0%	31%	25%	-	-	-	-	
	CWOD	71%	72%	77%	64%	72%	85%	*	-	*	*	74%	89%	-	77%	55%	79%	75%	-	*	-	*	
	EL	40%	45%	51%	-	50%	*	-	-	-	-	50%	57%	0%	55%	51%	50%	52%	-	*	-	*	
	Male	67%	69%	75%	71%	69%	84%	*	-	*	*	71%	93%	31%	79%	50%	75%	-	-	*	-	*	
	Female	67%	70%	71%	50%	69%	75%	-	-	-	*	69%	79%	25%	75%	52%	-	71%	-	*	-	*	
End of Course																							

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	66%	66%	65%	70%	61%	69%	*	*	-	67%	62%	73%	32%	67%	37%	54%	79%	-	*	*	-
	CWD	30%	32%	32%	*	33%	30%	-	-	-	-	38%	17%	32%	-	*	37%	*	-	-	-	-
	CWOD	70%	70%	67%	76%	62%	72%	*	*	-	67%	63%	76%	-	67%	38%	55%	81%	-	*	*	-
	EL	34%	37%	37%	-	38%	*	-	-	-	-	41%	17%	*	38%	37%	22%	58%	-	-	-	-
	Male	61%	61%	54%	57%	47%	60%	-	*	-	60%	50%	66%	37%	55%	22%	54%	-	-	-	*	-
	Female	72%	72%	79%	100%	76%	81%	*	-	-	*	79%	79%	*	81%	58%	-	79%	-	*	*	-
English II	All Students	70%	70%	68%	69%	60%	79%	*	-	*	88%	62%	83%	41%	70%	42%	61%	77%	-	*	-	*
	CWD	32%	33%	41%	*	44%	45%	-	-	-	-	31%	67%	41%	-	*	43%	38%	-	-	-	-
	CWOD	74%	74%	70%	82%	61%	81%	*	-	*	88%	64%	85%	-	70%	42%	62%	79%	-	*	-	*
	EL	34%	39%	42%	-	42%	-	*	-	*	-	40%	57%	*	42%	42%	38%	53%	-	-	-	-
	Male	65%	65%	61%	56%	51%	74%	*	-	*	*	54%	78%	43%	62%	38%	61%	-	-	*	-	*
	Female	76%	76%	77%	*	70%	84%	-	-	-	*	72%	90%	38%	79%	53%	-	77%	-	-	-	-
Algebra I	All Students	72%	73%	86%	84%	86%	87%	*	-	-	*	86%	89%	64%	88%	78%	83%	90%	-	*	*	*
	CWD	44%	46%	64%	*	78%	60%	-	-	-	-	56%	83%	64%	-	*	68%	*	-	-	-	-
	CWOD	75%	76%	88%	94%	86%	90%	*	-	-	*	88%	89%	-	88%	78%	85%	92%	-	*	*	*
	EL	54%	59%	78%	-	78%	*	-	-	-	-	75%	92%	*	78%	78%	71%	85%	-	-	-	-
	Male	68%	70%	83%	77%	83%	83%	-	-	-	*	81%	88%	68%	85%	71%	83%	-	-	-	*	*
	Female	76%	77%	90%	100%	88%	92%	*	-	-	*	91%	90%	*	92%	85%	-	90%	-	*	*	-
Biology	All Students	81%	81%	82%	94%	79%	85%	*	*	-	*	80%	87%	63%	84%	60%	82%	83%	-	*	*	-
	CWD	52%	54%	63%	*	71%	54%	-	-	-	-	61%	71%	63%	-	*	67%	50%	-	-	-	-
	CWOD	84%	84%	84%	100%	80%	88%	*	*	-	*	83%	88%	-	84%	57%	85%	84%	-	*	*	-
	EL	56%	60%	60%	-	60%	-	-	-	-	-	62%	50%	*	57%	60%	66%	53%	-	-	-	-
	Male	79%	79%	82%	92%	79%	83%	-	*	-	*	80%	89%	67%	85%	66%	82%	-	-	-	*	-
	Female	83%	84%	83%	100%	78%	87%	*	-	-	*	81%	86%	50%	84%	53%	-	83%	-	*	*	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	38%	40%	35%	27%	24%	50%	*	*	-	29%	29%	52%	23%	37%	25%	29%	41%	-	*	*	*
	CWD	23%	25%	23%	*	24%	28%	-	-	-	*	22%	29%	23%	-	33%	18%	36%	-	-	*	-
	CWOD	40%	42%	37%	31%	25%	55%	*	*	-	*	31%	55%	-	37%	24%	32%	41%	-	*	-	*
	EL	24%	26%	25%	-	25%	*	-	-	-	-	23%	43%	33%	24%	25%	14%	33%	-	-	-	-
	Male	36%	37%	29%	10%	18%	51%	*	-	-	17%	21%	53%	18%	32%	14%	29%	-	-	*	*	*
	Female	40%	42%	41%	60%	31%	49%	*	*	-	*	37%	52%	36%	41%	33%	-	41%	-	*	-	-
Mathematics	All Students	30%	33%	23%	13%	17%	33%	*	*	-	14%	18%	38%	20%	23%	16%	25%	20%	-	*	*	*
	CWD	21%	24%	20%	*	24%	22%	-	-	-	*	16%	43%	20%	-	33%	18%	27%	-	-	*	-
	CWOD	31%	34%	23%	15%	16%	35%	*	*	-	*	18%	38%	-	23%	14%	27%	20%	-	*	-	*
	EL	20%	22%	16%	-	16%	*	-	-	-	-	16%	14%	33%	14%	16%	11%	19%	-	-	-	-
	Male	33%	36%	25%	10%	17%	43%	*	-	-	17%	18%	47%	18%	27%	11%	25%	-	-	*	*	*
	Female	27%	29%	20%	20%	17%	25%	*	*	-	*	18%	29%	27%	20%	19%	-	20%	-	*	-	-
Grade 4																						

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	36%	38%	37%	33%	34%	42%	-	-	-	29%	31%	53%	34%	38%	25%	37%	38%	-	*	*	*	
	CWD	20%	22%	34%	*	28%	35%	-	-	-	*	30%	57%	34%	-	31%	35%	30%	-	*	-	-	
	CWOD	38%	41%	38%	27%	35%	44%	-	-	-	20%	32%	52%	-	38%	24%	37%	38%	-	*	*	*	
	EL	22%	24%	25%	-	25%	-	-	-	-	-	24%	40%	31%	24%	25%	26%	24%	-	*	-	-	
	Male	34%	35%	37%	33%	32%	42%	-	-	-	*	28%	56%	35%	37%	26%	37%	-	-	*	*	*	
	Female	38%	41%	38%	33%	36%	43%	-	-	-	*	35%	48%	30%	38%	24%	-	38%	-	*	-	*	
Mathematics	All Students	35%	38%	48%	33%	47%	52%	-	-	-	29%	41%	68%	34%	51%	45%	50%	45%	-	*	*	*	
	CWD	22%	25%	34%	*	28%	35%	-	-	-	*	30%	57%	34%	-	31%	35%	30%	-	*	-	-	
	CWOD	37%	40%	51%	27%	50%	57%	-	-	-	20%	44%	69%	-	51%	48%	55%	46%	-	*	*	*	
	EL	23%	26%	45%	-	45%	-	-	-	-	-	44%	60%	31%	48%	45%	47%	42%	-	*	-	-	
	Male	38%	41%	50%	67%	48%	52%	-	-	-	*	44%	65%	35%	55%	47%	50%	-	-	*	*	*	
	Female	32%	35%	45%	0%	46%	53%	-	-	-	*	38%	72%	30%	46%	42%	-	45%	-	*	-	*	
Grade 5																							
Reading	All Students	45%	49%	48%	23%	39%	64%	-	*	-	80%	43%	61%	24%	51%	27%	45%	51%	-	*	*	-	
	CWD	22%	25%	24%	*	20%	44%	-	-	-	-	23%	29%	24%	-	13%	21%	31%	-	-	*	-	
	CWOD	49%	52%	51%	30%	42%	66%	-	*	-	80%	46%	65%	-	51%	29%	50%	53%	-	*	*	-	
	EL	30%	37%	27%	-	26%	*	-	-	-	-	29%	0%	13%	29%	27%	19%	36%	-	-	-	-	
	Male	42%	46%	45%	20%	33%	70%	-	*	-	*	42%	53%	21%	50%	19%	45%	-	-	*	-	-	
	Female	49%	52%	51%	25%	45%	60%	-	-	-	*	44%	69%	31%	53%	36%	-	51%	-	-	*	-	
Mathematics	All Students	43%	47%	44%	23%	39%	55%	-	*	-	20%	38%	60%	27%	46%	35%	43%	44%	-	*	*	-	
	CWD	24%	27%	27%	*	24%	44%	-	-	-	-	27%	29%	27%	-	20%	25%	31%	-	-	*	-	
	CWOD	46%	50%	46%	30%	42%	56%	-	*	-	20%	40%	63%	-	46%	38%	47%	45%	-	*	*	-	
	EL	30%	36%	35%	-	33%	*	-	-	-	-	36%	29%	20%	38%	35%	32%	39%	-	-	-	-	
	Male	45%	48%	43%	40%	39%	55%	-	*	-	*	38%	58%	25%	47%	32%	43%	-	-	*	-	-	
	Female	42%	45%	44%	13%	40%	55%	-	-	-	*	37%	62%	31%	45%	39%	-	44%	-	-	*	-	
Science	All Students	30%	32%	29%	15%	24%	39%	-	*	-	20%	25%	40%	16%	31%	18%	28%	29%	-	*	*	-	
	CWD	20%	21%	16%	*	8%	44%	-	-	-	-	13%	29%	16%	-	7%	13%	23%	-	-	*	-	
	CWOD	32%	34%	31%	20%	27%	39%	-	*	-	20%	27%	41%	-	31%	21%	32%	30%	-	*	*	-	
	EL	14%	17%	18%	-	17%	*	-	-	-	-	18%	14%	7%	21%	18%	15%	22%	-	-	-	-	
	Male	34%	36%	28%	20%	25%	35%	-	*	-	*	24%	39%	13%	32%	15%	28%	-	-	*	-	-	
	Female	27%	29%	29%	13%	22%	42%	-	-	-	*	25%	41%	23%	30%	22%	-	29%	-	-	*	-	
Grade 6																							
Reading	All Students	32%	34%	24%	8%	18%	34%	-	-	-	11%	21%	32%	9%	25%	8%	25%	23%	-	*	*	-	
	CWD	16%	17%	9%	*	10%	8%	-	-	-	-	10%	*	9%	-	0%	11%	7%	-	-	*	-	
	CWOD	34%	37%	25%	8%	19%	37%	-	-	-	11%	23%	33%	-	25%	8%	27%	24%	-	*	*	-	
	EL	13%	15%	8%	-	8%	-	-	-	-	-	8%	7%	0%	8%	8%	3%	10%	-	-	-	-	
	Male	30%	32%	25%	20%	21%	30%	-	-	-	*	22%	34%	11%	27%	3%	25%	-	-	*	*	-	
	Female	34%	37%	23%	0%	15%	38%	-	-	-	0%	21%	29%	7%	24%	10%	-	23%	-	*	*	-	

Texas Education Agency
2021 Federal Report Card
KAUFMAN ISD (129903) - KAUFMAN COUNTY

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	35%	39%	39%	23%	31%	50%	-	-	-	44%	35%	54%	18%	41%	23%	47%	31%	-	*	*	-	
	CWD	19%	21%	18%	*	20%	17%	-	-	-	-	20%	*	18%	-	0%	22%	13%	-	-	*	-	
	CWOD	37%	42%	41%	25%	32%	53%	-	-	-	44%	36%	56%	-	41%	24%	51%	33%	-	*	*	-	
	EL	18%	22%	23%	-	23%	-	-	-	-	-	26%	7%	0%	24%	23%	30%	18%	-	-	-	-	
	Male	37%	41%	47%	40%	38%	60%	-	-	-	*	43%	60%	22%	51%	30%	47%	-	-	*	*	-	
	Female	33%	37%	31%	13%	26%	41%	-	-	-	40%	28%	47%	13%	33%	18%	-	31%	-	*	*	-	
Grade 7																							
Reading	All Students	44%	46%	39%	20%	30%	50%	*	*	-	86%	35%	53%	14%	42%	17%	29%	50%	-	*	*	*	
	CWD	20%	21%	14%	*	13%	10%	-	-	-	-	13%	20%	14%	-	7%	15%	13%	-	-	-	-	
	CWOD	48%	49%	42%	13%	32%	54%	*	*	-	86%	38%	55%	-	42%	19%	31%	54%	-	*	*	*	
	EL	20%	23%	17%	-	16%	*	-	*	-	-	15%	30%	7%	19%	17%	11%	26%	-	-	-	*	
	Male	41%	42%	29%	*	22%	39%	*	*	-	*	28%	34%	15%	31%	11%	29%	-	-	-	-	*	
	Female	48%	50%	50%	22%	41%	62%	-	-	-	80%	43%	70%	13%	54%	26%	-	50%	-	*	*	*	
Mathematics	All Students	26%	32%	31%	10%	24%	40%	*	*	-	71%	29%	40%	6%	34%	10%	26%	37%	-	*	*	*	
	CWD	16%	18%	6%	*	9%	0%	-	-	-	-	3%	20%	6%	-	7%	0%	13%	-	-	-	-	
	CWOD	28%	34%	34%	13%	26%	44%	*	*	-	71%	32%	42%	-	34%	11%	30%	39%	-	*	*	*	
	EL	10%	11%	10%	-	9%	*	-	*	-	-	10%	10%	7%	11%	10%	11%	9%	-	-	-	*	
	Male	27%	32%	26%	*	22%	31%	*	*	-	*	26%	29%	0%	30%	11%	26%	-	-	-	-	*	
	Female	26%	31%	37%	11%	26%	50%	-	-	-	80%	32%	51%	13%	39%	9%	-	37%	-	*	*	*	
Grade 8																							
Reading	All Students	45%	48%	43%	40%	38%	51%	*	-	*	*	41%	55%	20%	45%	15%	40%	47%	-	*	-	*	
	CWD	21%	22%	20%	*	40%	7%	-	-	-	-	14%	*	20%	-	20%	8%	33%	-	-	-	-	
	CWOD	48%	50%	45%	43%	38%	56%	*	-	*	*	43%	55%	-	45%	15%	43%	48%	-	*	-	*	
	EL	19%	22%	15%	-	15%	*	-	-	-	-	14%	29%	20%	15%	15%	14%	17%	-	*	-	*	
	Male	40%	43%	40%	43%	39%	43%	*	-	*	*	37%	55%	8%	43%	14%	40%	-	-	*	-	*	
	Female	51%	53%	47%	38%	36%	59%	-	-	-	*	45%	55%	33%	48%	17%	-	47%	-	*	-	*	
Mathematics	All Students	36%	35%	25%	31%	27%	22%	*	-	*	*	23%	34%	8%	27%	18%	28%	22%	-	*	-	*	
	CWD	20%	20%	8%	*	20%	0%	-	-	-	-	9%	*	8%	-	0%	8%	8%	-	-	-	-	
	CWOD	38%	37%	27%	33%	27%	26%	*	-	*	*	25%	37%	-	27%	20%	30%	24%	-	*	-	*	
	EL	17%	20%	18%	-	19%	*	-	-	-	-	17%	33%	0%	20%	18%	15%	24%	-	*	-	*	
	Male	35%	34%	28%	43%	28%	26%	*	-	*	*	28%	29%	8%	30%	15%	28%	-	-	*	-	-	
	Female	37%	37%	22%	17%	25%	18%	-	-	-	-	18%	40%	8%	24%	24%	-	22%	-	-	-	*	
Science	All Students	42%	45%	44%	40%	36%	56%	*	-	*	*	41%	60%	12%	47%	18%	48%	40%	-	*	-	*	
	CWD	22%	23%	12%	*	20%	7%	-	-	-	-	14%	*	12%	-	0%	15%	8%	-	-	-	-	
	CWOD	45%	47%	47%	43%	37%	62%	*	-	*	*	43%	64%	-	47%	20%	51%	43%	-	*	-	*	
	EL	16%	19%	18%	-	18%	*	-	-	-	-	17%	29%	0%	20%	18%	24%	9%	-	*	-	*	
	Male	43%	45%	48%	43%	42%	59%	*	-	*	*	43%	72%	15%	51%	24%	48%	-	-	*	-	*	
	Female	42%	44%	40%	38%	28%	52%	-	-	-	*	38%	48%	8%	43%	9%	-	40%	-	*	-	*	
End of Course																							

Texas Education Agency
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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	49%	50%	45%	45%	41%	50%	*	*	-	50%	42%	54%	23%	47%	20%	39%	52%	-	*	*	-
	CWD	19%	20%	23%	*	22%	20%	-	-	-	-	25%	17%	23%	-	*	26%	*	-	-	-	-
	CWOD	53%	54%	47%	47%	41%	53%	*	*	-	50%	43%	56%	-	47%	21%	41%	53%	-	*	*	-
	EL	16%	19%	20%	-	20%	*	-	-	-	-	20%	17%	*	21%	20%	14%	28%	-	-	-	-
	Male	44%	45%	39%	36%	32%	47%	-	*	-	60%	36%	48%	26%	41%	14%	39%	-	-	-	*	-
	Female	55%	56%	52%	67%	50%	55%	*	-	-	*	49%	59%	*	53%	28%	-	52%	-	*	*	-
English II	All Students	57%	57%	54%	69%	46%	64%	*	-	*	75%	48%	71%	27%	56%	25%	49%	61%	-	*	-	*
	CWD	22%	23%	27%	*	22%	36%	-	-	-	-	25%	33%	27%	-	*	21%	38%	-	-	-	-
	CWOD	60%	61%	56%	82%	47%	66%	*	-	*	75%	49%	73%	-	56%	26%	51%	62%	-	*	-	*
	EL	18%	22%	25%	-	25%	-	*	-	*	-	23%	43%	*	26%	25%	25%	26%	-	-	-	-
	Male	51%	52%	49%	56%	38%	63%	*	-	*	*	43%	64%	21%	51%	25%	49%	-	-	*	-	*
	Female	63%	64%	61%	*	56%	65%	-	-	-	*	53%	79%	38%	62%	26%	-	61%	-	-	-	-
Algebra I	All Students	40%	43%	52%	32%	50%	57%	*	-	-	*	52%	52%	27%	54%	34%	48%	56%	-	*	*	*
	CWD	20%	22%	27%	*	33%	20%	-	-	-	-	31%	17%	27%	-	*	26%	*	-	-	-	-
	CWOD	42%	45%	54%	31%	51%	60%	*	-	-	*	54%	54%	-	54%	36%	51%	57%	-	*	*	*
	EL	20%	24%	34%	-	33%	*	-	-	-	-	34%	33%	*	36%	34%	29%	38%	-	-	-	-
	Male	38%	41%	48%	23%	50%	51%	-	-	-	*	48%	50%	26%	51%	29%	48%	-	-	-	*	*
	Female	43%	46%	56%	50%	49%	63%	*	-	-	*	58%	53%	*	57%	38%	-	56%	-	*	*	-
Biology	All Students	54%	55%	52%	61%	45%	60%	*	*	-	*	48%	62%	37%	54%	22%	54%	50%	-	*	*	-
	CWD	25%	27%	37%	*	43%	23%	-	-	-	-	39%	29%	37%	-	*	42%	17%	-	-	-	-
	CWOD	57%	58%	54%	60%	45%	63%	*	*	-	*	49%	65%	-	54%	22%	56%	51%	-	*	*	-
	EL	21%	25%	22%	-	22%	-	-	-	-	-	23%	17%	*	22%	22%	26%	18%	-	-	-	-
	Male	52%	53%	54%	54%	46%	63%	-	*	-	*	51%	64%	42%	56%	26%	54%	-	-	-	*	-
	Female	55%	57%	50%	80%	44%	55%	*	-	-	*	44%	61%	17%	51%	18%	-	50%	-	*	*	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	20%	16%	13%	11%	22%	*	*	-	14%	11%	31%	9%	17%	8%	15%	17%	-	*	*	*
	CWD	7%	9%	9%	*	19%	0%	-	-	-	*	5%	29%	9%	-	17%	9%	9%	-	-	*	-
	CWOD	21%	22%	17%	15%	10%	27%	*	*	-	*	12%	31%	-	17%	7%	17%	17%	-	*	-	*
	EL	11%	12%	8%	-	8%	*	-	-	-	-	5%	29%	17%	7%	8%	4%	11%	-	-	-	-
	Male	17%	19%	15%	0%	10%	26%	*	-	-	17%	8%	35%	9%	17%	4%	15%	-	-	*	*	*
	Female	20%	22%	17%	40%	13%	19%	*	*	-	*	14%	26%	9%	17%	11%	-	17%	-	*	-	-
Mathematics	All Students	14%	16%	11%	13%	6%	17%	*	*	-	0%	8%	20%	7%	12%	5%	13%	9%	-	*	*	*
	CWD	7%	9%	7%	*	10%	6%	-	-	-	*	3%	29%	7%	-	0%	9%	0%	-	-	*	-
	CWOD	15%	17%	12%	15%	6%	20%	*	*	-	*	9%	19%	-	12%	5%	14%	10%	-	*	-	*
	EL	8%	9%	5%	-	5%	*	-	-	-	-	5%	0%	0%	5%	5%	4%	6%	-	-	-	-
	Male	16%	19%	13%	10%	7%	23%	*	-	-	0%	7%	29%	9%	14%	4%	13%	-	-	*	*	*
	Female	12%	14%	9%	20%	6%	11%	*	*	-	*	9%	10%	0%	10%	6%	-	9%	-	*	-	-
Grade 4																						

Texas Education Agency
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KAUFMAN ISD (129903) - KAUFMAN COUNTY

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	17%	19%	17%	17%	12%	24%	-	-	-	14%	13%	28%	16%	17%	4%	16%	18%	-	*	*	*	
	CWD	6%	7%	16%	*	0%	26%	-	-	-	*	14%	29%	16%	-	0%	18%	10%	-	*	-	-	
	CWOD	19%	21%	17%	18%	14%	23%	-	-	-	0%	13%	28%	-	17%	5%	15%	19%	-	*	*	*	
	EL	8%	10%	4%	-	4%	-	-	-	-	-	4%	0%	0%	5%	4%	3%	5%	-	*	-	-	
	Male	16%	17%	16%	17%	11%	22%	-	-	-	*	13%	23%	18%	15%	3%	16%	-	-	*	*	*	
	Female	19%	21%	18%	17%	13%	28%	-	-	-	*	14%	36%	10%	19%	5%	-	18%	-	*	-	*	
Mathematics	All Students	21%	23%	29%	17%	28%	32%	-	-	-	14%	23%	46%	25%	30%	25%	32%	26%	-	*	*	*	
	CWD	9%	11%	25%	*	22%	22%	-	-	-	*	24%	29%	25%	-	23%	26%	20%	-	*	-	-	
	CWOD	23%	25%	30%	9%	29%	35%	-	-	-	0%	23%	48%	-	30%	25%	33%	26%	-	*	*	*	
	EL	11%	13%	25%	-	25%	-	-	-	-	-	27%	0%	23%	25%	25%	24%	26%	-	*	-	-	
	Male	23%	26%	32%	33%	28%	37%	-	-	-	*	25%	47%	26%	33%	24%	32%	-	-	*	*	*	
	Female	18%	21%	26%	0%	29%	25%	-	-	-	*	21%	44%	20%	26%	26%	-	26%	-	*	-	*	
Grade 5																							
Reading	All Students	29%	32%	30%	15%	25%	39%	-	*	-	40%	28%	37%	14%	33%	14%	28%	33%	-	*	*	-	
	CWD	8%	10%	14%	*	12%	22%	-	-	-	-	13%	14%	14%	-	7%	8%	23%	-	-	*	-	
	CWOD	33%	35%	33%	20%	28%	41%	-	*	-	40%	31%	40%	-	33%	16%	32%	34%	-	*	*	-	
	EL	15%	19%	14%	-	15%	*	-	-	-	-	16%	0%	7%	16%	14%	15%	14%	-	-	-	-	
	Male	27%	29%	28%	20%	26%	30%	-	*	-	*	27%	31%	8%	32%	15%	28%	-	-	*	-	-	
	Female	32%	35%	33%	13%	25%	45%	-	-	-	*	29%	44%	23%	34%	14%	-	33%	-	-	*	-	
Mathematics	All Students	24%	27%	24%	8%	20%	33%	-	*	-	0%	21%	32%	14%	25%	13%	26%	22%	-	*	*	-	
	CWD	9%	11%	14%	*	8%	33%	-	-	-	-	13%	14%	14%	-	0%	17%	8%	-	-	*	-	
	CWOD	26%	30%	25%	10%	22%	33%	-	*	-	0%	22%	34%	-	25%	16%	28%	23%	-	*	*	-	
	EL	14%	18%	13%	-	12%	*	-	-	-	-	14%	0%	0%	16%	13%	15%	11%	-	-	-	-	
	Male	25%	29%	26%	0%	24%	35%	-	*	-	*	24%	31%	17%	28%	15%	26%	-	-	*	-	-	
	Female	23%	26%	22%	13%	15%	32%	-	-	-	*	18%	33%	8%	23%	11%	-	22%	-	-	*	-	
Science	All Students	12%	13%	9%	0%	8%	12%	-	*	-	20%	9%	9%	11%	9%	5%	13%	6%	-	*	*	-	
	CWD	6%	7%	11%	*	4%	33%	-	-	-	-	10%	14%	11%	-	0%	13%	8%	-	-	*	-	
	CWOD	13%	14%	9%	0%	9%	10%	-	*	-	20%	9%	9%	-	9%	6%	13%	6%	-	*	*	-	
	EL	4%	5%	5%	-	5%	*	-	-	-	-	5%	0%	0%	6%	5%	6%	3%	-	-	-	-	
	Male	14%	16%	13%	0%	14%	10%	-	*	-	*	13%	11%	13%	13%	6%	13%	-	-	*	-	-	
	Female	10%	11%	6%	0%	1%	13%	-	-	-	*	6%	8%	8%	6%	3%	-	6%	-	-	*	-	
Grade 6																							
Reading	All Students	14%	16%	12%	0%	7%	19%	-	-	-	11%	9%	22%	6%	12%	1%	11%	12%	-	*	*	-	
	CWD	6%	6%	6%	*	10%	0%	-	-	-	-	7%	*	6%	-	0%	6%	7%	-	-	*	-	
	CWOD	16%	18%	12%	0%	7%	21%	-	-	-	11%	9%	23%	-	12%	1%	12%	13%	-	*	*	-	
	EL	4%	5%	1%	-	1%	-	-	-	-	-	2%	0%	0%	1%	1%	0%	2%	-	-	-	-	
	Male	13%	15%	11%	0%	10%	12%	-	-	-	*	8%	20%	6%	12%	0%	11%	-	-	*	*	-	
	Female	16%	18%	12%	0%	4%	25%	-	-	-	0%	9%	24%	7%	13%	2%	-	12%	-	*	*	-	

Texas Education Agency
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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	15%	18%	19%	8%	13%	28%	-	-	-	11%	14%	36%	12%	19%	9%	24%	14%	-	*	*	-
	CWD	7%	8%	12%	*	20%	0%	-	-	-	-	13%	*	12%	-	0%	11%	13%	-	-	*	-
	CWOD	16%	19%	19%	8%	12%	31%	-	-	-	11%	14%	38%	-	19%	9%	26%	14%	-	*	*	-
	EL	5%	6%	9%	-	9%	-	-	-	-	-	9%	7%	0%	9%	9%	13%	6%	-	-	-	-
	Male	16%	19%	24%	20%	21%	30%	-	-	-	*	19%	40%	11%	26%	13%	24%	-	-	*	*	-
	Female	13%	16%	14%	0%	6%	26%	-	-	-	20%	10%	32%	13%	14%	6%	-	14%	-	*	*	-
Grade 7																						
Reading	All Students	25%	27%	21%	0%	10%	36%	*	*	-	29%	17%	32%	0%	23%	6%	15%	27%	-	*	*	*
	CWD	9%	9%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	27%	29%	23%	0%	12%	39%	*	*	-	29%	20%	34%	-	23%	7%	17%	30%	-	*	*	*
	EL	8%	9%	6%	-	5%	*	-	*	-	-	4%	20%	0%	7%	6%	4%	9%	-	-	-	*
	Male	22%	24%	15%	*	7%	25%	*	*	-	*	14%	17%	0%	17%	4%	15%	-	-	-	-	*
	Female	28%	30%	27%	0%	15%	47%	-	-	-	20%	21%	46%	0%	30%	9%	-	27%	-	*	*	*
Mathematics	All Students	11%	16%	14%	0%	8%	21%	*	*	-	57%	11%	24%	3%	15%	2%	9%	19%	-	*	*	*
	CWD	6%	7%	3%	*	4%	0%	-	-	-	-	0%	20%	3%	-	0%	0%	7%	-	-	-	-
	CWOD	12%	17%	15%	0%	9%	23%	*	*	-	57%	12%	24%	-	15%	3%	10%	20%	-	*	*	*
	EL	3%	4%	2%	-	2%	*	-	*	-	-	3%	0%	0%	3%	2%	2%	3%	-	-	-	*
	Male	11%	16%	9%	*	5%	15%	*	*	-	*	9%	9%	0%	10%	2%	9%	-	-	-	-	*
	Female	11%	16%	19%	0%	12%	27%	-	-	-	60%	13%	38%	7%	20%	3%	-	19%	-	*	*	*
Grade 8																						
Reading	All Students	21%	23%	18%	27%	15%	23%	*	-	*	*	17%	22%	0%	20%	3%	18%	19%	-	*	-	*
	CWD	6%	7%	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	25%	20%	29%	16%	25%	*	-	*	*	19%	24%	-	20%	3%	19%	21%	-	*	-	*
	EL	5%	6%	3%	-	2%	*	-	-	-	-	3%	0%	0%	3%	3%	2%	4%	-	*	-	*
	Male	17%	19%	18%	29%	17%	18%	*	-	*	*	16%	24%	0%	19%	2%	18%	-	-	*	-	*
	Female	25%	27%	19%	25%	12%	27%	-	-	-	*	19%	21%	0%	21%	4%	-	19%	-	*	-	*
Mathematics	All Students	10%	10%	3%	0%	3%	3%	*	-	*	*	2%	5%	4%	3%	0%	3%	3%	-	*	-	*
	CWD	7%	7%	4%	*	10%	0%	-	-	-	-	5%	*	4%	-	0%	0%	8%	-	-	-	-
	CWOD	11%	11%	3%	0%	2%	4%	*	-	*	*	2%	5%	-	3%	0%	3%	2%	-	*	-	*
	EL	3%	4%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	*
	Male	10%	10%	3%	0%	3%	4%	*	-	*	*	3%	5%	0%	3%	0%	3%	-	-	*	-	-
	Female	10%	11%	3%	0%	3%	2%	-	-	-	-	2%	5%	8%	2%	0%	-	3%	-	-	-	*
Science	All Students	23%	26%	23%	20%	17%	31%	*	-	*	*	20%	38%	4%	25%	9%	23%	24%	-	*	-	*
	CWD	10%	11%	4%	*	10%	0%	-	-	-	-	5%	*	4%	-	0%	0%	8%	-	-	-	-
	CWOD	25%	27%	25%	21%	18%	35%	*	-	*	*	21%	40%	-	25%	10%	24%	25%	-	*	-	*
	EL	5%	7%	9%	-	8%	*	-	-	-	-	9%	14%	0%	10%	9%	10%	9%	-	*	-	*
	Male	24%	26%	23%	14%	20%	28%	*	-	*	*	20%	34%	0%	24%	10%	23%	-	-	*	-	*
	Female	22%	25%	24%	25%	14%	33%	-	-	-	*	19%	41%	8%	25%	9%	-	24%	-	*	-	*
End of Course																						

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	12%	13%	10%	5%	7%	14%	*	*	-	17%	7%	18%	18%	10%	0%	9%	11%	-	*	*	-
	CWD	4%	4%	18%	*	22%	10%	-	-	-	-	25%	0%	18%	-	*	21%	*	-	-	-	-
	CWOD	13%	14%	10%	0%	6%	15%	*	*	-	17%	6%	19%	-	10%	0%	8%	11%	-	*	*	-
	EL	1%	1%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	9%	11%	9%	7%	6%	13%	-	*	-	20%	7%	16%	21%	8%	0%	9%	-	-	-	*	-
	Female	15%	17%	11%	0%	8%	16%	*	-	-	*	7%	19%	*	11%	0%	-	11%	-	*	*	-
English II	All Students	11%	12%	9%	0%	6%	14%	*	-	*	13%	5%	17%	9%	9%	0%	6%	12%	-	*	-	*
	CWD	5%	6%	9%	*	11%	9%	-	-	-	-	6%	17%	9%	-	*	14%	0%	-	-	-	-
	CWOD	11%	13%	9%	0%	6%	14%	*	-	*	13%	5%	18%	-	9%	0%	5%	13%	-	*	-	*
	EL	1%	1%	0%	-	0%	-	*	-	*	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	8%	10%	6%	0%	3%	11%	*	-	*	*	4%	9%	14%	5%	0%	6%	-	-	*	-	*
	Female	14%	15%	12%	*	9%	16%	-	-	-	*	6%	27%	0%	13%	0%	-	12%	-	-	-	-
Algebra I	All Students	23%	26%	26%	21%	22%	30%	*	-	-	*	25%	29%	23%	26%	13%	28%	24%	-	*	*	*
	CWD	8%	9%	23%	*	33%	10%	-	-	-	-	31%	0%	23%	-	*	26%	*	-	-	-	-
	CWOD	24%	28%	26%	19%	21%	32%	*	-	-	*	24%	31%	-	26%	14%	28%	25%	-	*	*	*
	EL	9%	10%	13%	-	12%	*	-	-	-	-	13%	17%	*	14%	13%	12%	15%	-	-	-	-
	Male	21%	24%	28%	15%	27%	31%	-	-	-	*	25%	35%	26%	28%	12%	28%	-	-	-	*	*
	Female	25%	27%	24%	33%	17%	29%	*	-	-	*	24%	24%	*	25%	15%	-	24%	-	*	*	-
Biology	All Students	21%	24%	20%	6%	17%	25%	*	*	-	*	16%	28%	17%	20%	1%	21%	18%	-	*	*	-
	CWD	7%	8%	17%	*	21%	8%	-	-	-	-	22%	0%	17%	-	*	21%	0%	-	-	-	-
	CWOD	23%	25%	20%	0%	16%	27%	*	*	-	*	16%	30%	-	20%	1%	21%	19%	-	*	*	-
	EL	4%	5%	1%	-	1%	-	-	-	-	-	0%	8%	*	1%	1%	0%	3%	-	-	-	-
	Male	21%	23%	21%	8%	17%	28%	-	*	-	*	19%	27%	21%	21%	0%	21%	-	-	-	*	-
	Female	22%	24%	18%	0%	16%	22%	*	-	-	*	12%	29%	0%	19%	3%	-	18%	-	*	*	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	67%	68%	69%	62%	64%	76%	71%	100%	*	75%	66%	80%	42%	72%	53%	66%	72%	-	86%	68%	85%
	CWD	38%	40%	42%	34%	40%	46%	-	-	-	30%	39%	56%	42%	-	35%	43%	41%	-	*	14%	-
	CWOD	71%	72%	72%	66%	67%	80%	71%	100%	*	80%	69%	82%	-	72%	55%	70%	75%	-	85%	86%	85%
	EL	47%	51%	53%	-	52%	75%	*	*	*	-	53%	53%	35%	55%	53%	49%	57%	-	57%	-	60%
	Male	65%	66%	66%	60%	61%	74%	67%	100%	*	73%	63%	78%	43%	70%	49%	66%	-	-	79%	64%	91%
	Female	69%	71%	72%	63%	68%	79%	80%	*	-	77%	69%	82%	41%	75%	57%	-	72%	-	94%	71%	78%
Reading	All Students	68%	69%	66%	59%	61%	75%	50%	100%	*	71%	62%	78%	40%	69%	47%	61%	72%	-	88%	58%	90%
	CWD	35%	37%	40%	27%	37%	48%	-	-	-	20%	39%	50%	40%	-	31%	39%	43%	-	*	*	-
	CWOD	72%	72%	69%	65%	63%	78%	50%	100%	*	77%	66%	80%	-	69%	49%	64%	75%	-	87%	78%	90%
	EL	46%	49%	47%	-	47%	75%	*	*	*	-	48%	43%	31%	49%	47%	40%	55%	-	*	-	*
	Male	63%	64%	61%	54%	55%	70%	33%	*	*	67%	57%	74%	39%	64%	40%	61%	-	-	78%	60%	83%
	Female	72%	73%	72%	65%	67%	79%	*	*	-	76%	69%	82%	43%	75%	55%	-	72%	-	100%	57%	*

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	65%	67%	70%	59%	65%	77%	86%	100%	*	75%	66%	80%	42%	73%	58%	68%	71%	-	87%	73%	88%
	CWD	39%	42%	42%	38%	40%	45%	-	-	-	40%	39%	58%	42%	-	35%	43%	41%	-	*	*	-
	CWOD	68%	70%	73%	62%	69%	81%	86%	100%	*	80%	70%	82%	-	73%	61%	73%	74%	-	86%	88%	88%
	EL	49%	53%	58%	-	58%	71%	-	*	-	-	57%	62%	35%	61%	58%	55%	61%	-	*	-	*
	Male	65%	67%	68%	57%	64%	76%	100%	*	*	74%	65%	79%	43%	73%	55%	68%	-	-	88%	60%	*
	Female	65%	67%	71%	60%	67%	77%	*	*	-	76%	68%	82%	41%	74%	61%	-	71%	-	86%	83%	*
Science	All Students	70%	71%	75%	72%	70%	81%	*	*	*	92%	72%	84%	47%	78%	56%	76%	74%	-	*	80%	*
	CWD	42%	44%	47%	43%	47%	47%	-	-	-	-	43%	65%	47%	-	42%	51%	39%	-	-	*	-
	CWOD	74%	75%	78%	77%	73%	85%	*	*	*	92%	76%	86%	-	78%	58%	80%	77%	-	*	*	*
	EL	47%	51%	56%	-	55%	80%	-	-	-	-	56%	54%	42%	58%	56%	57%	54%	-	*	-	*
	Male	70%	71%	76%	76%	71%	83%	*	*	*	100%	73%	85%	51%	80%	57%	76%	-	-	*	*	*
	Female	71%	72%	74%	67%	70%	79%	*	-	-	86%	71%	83%	39%	77%	54%	-	74%	-	*	*	*
SAT/ACT All Subjects	All Students	95%	96%	89%	-	80%	95%	*	*	-	-	73%	100%	-	89%	-	82%	95%	-	-	-	-
	CWD	80%	91%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	95%	96%	89%	-	80%	95%	*	*	-	-	73%	100%	-	89%	-	82%	95%	-	-	-	-
	EL	74%	83%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	95%	96%	82%	-	67%	89%	*	*	-	-	67%	100%	-	82%	-	82%	-	-	-	-	-
	Female	94%	95%	95%	-	89%	100%	-	*	-	-	83%	100%	-	95%	-	-	95%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	41%	43%	40%	32%	34%	49%	59%	77%	*	45%	36%	53%	22%	42%	22%	39%	41%	-	46%	29%	45%
	CWD	21%	22%	22%	20%	21%	23%	-	-	-	20%	20%	29%	22%	-	15%	22%	21%	-	*	0%	-
	CWOD	44%	46%	42%	34%	36%	52%	59%	77%	*	48%	38%	55%	-	42%	23%	42%	43%	-	42%	38%	45%
	EL	20%	23%	22%	-	22%	40%	*	*	*	-	22%	22%	15%	23%	22%	20%	25%	-	43%	-	20%
	Male	40%	42%	39%	34%	33%	48%	50%	70%	*	41%	35%	52%	22%	42%	20%	39%	-	-	37%	18%	55%
	Female	42%	45%	41%	29%	35%	50%	80%	*	-	49%	37%	55%	21%	43%	25%	-	41%	-	56%	35%	33%
Reading	All Students	44%	46%	41%	34%	34%	51%	50%	80%	*	50%	36%	55%	22%	43%	20%	37%	45%	-	44%	33%	50%
	CWD	20%	22%	22%	20%	21%	24%	-	-	-	20%	20%	32%	22%	-	16%	21%	24%	-	*	*	-
	CWOD	47%	49%	43%	36%	35%	54%	50%	80%	*	53%	38%	57%	-	43%	20%	39%	47%	-	40%	44%	50%
	EL	20%	24%	20%	-	20%	38%	*	*	*	-	20%	23%	16%	20%	20%	16%	25%	-	*	-	*
	Male	40%	42%	37%	32%	30%	47%	33%	*	*	48%	33%	50%	21%	39%	16%	37%	-	-	33%	20%	50%
	Female	48%	50%	45%	37%	39%	54%	*	*	-	52%	40%	59%	24%	47%	25%	-	45%	-	57%	43%	*
Mathematics	All Students	37%	40%	38%	24%	34%	46%	57%	83%	*	40%	34%	51%	21%	41%	26%	39%	37%	-	47%	9%	38%
	CWD	21%	23%	21%	15%	21%	21%	-	-	-	20%	19%	29%	21%	-	16%	21%	20%	-	*	*	-
	CWOD	39%	42%	41%	26%	35%	49%	57%	83%	*	43%	36%	53%	-	41%	27%	42%	39%	-	43%	13%	38%
	EL	20%	24%	26%	-	25%	43%	-	*	-	-	26%	23%	16%	27%	26%	25%	27%	-	*	-	*
	Male	37%	41%	39%	32%	34%	46%	60%	*	*	32%	35%	51%	21%	42%	25%	39%	-	-	38%	0%	*
	Female	36%	39%	37%	17%	33%	45%	*	*	-	48%	33%	52%	20%	39%	27%	-	37%	-	57%	17%	*

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	43%	44%	42%	41%	35%	52%	*	*	*	42%	38%	55%	22%	45%	20%	45%	40%	-	*	60%	*
	CWD	22%	23%	22%	29%	20%	22%	-	-	-	-	21%	24%	22%	-	8%	25%	16%	-	-	*	-
	CWOD	46%	47%	45%	44%	37%	56%	*	*	*	42%	40%	57%	-	45%	21%	48%	42%	-	*	*	*
	EL	17%	20%	20%	-	19%	40%	-	-	-	-	20%	19%	8%	21%	20%	21%	17%	-	*	-	*
	Male	44%	45%	45%	44%	38%	55%	*	*	*	40%	41%	58%	25%	48%	21%	45%	-	-	*	*	*
	Female	42%	44%	40%	38%	32%	50%	*	-	-	43%	36%	52%	16%	42%	17%	-	40%	-	*	*	*
SAT/ACT All Subjects	All Students	69%	73%	62%	-	53%	63%	*	*	-	-	53%	68%	-	62%	-	65%	60%	-	-	-	-
	CWD	50%	68%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	69%	73%	62%	-	53%	63%	*	*	-	-	53%	68%	-	62%	-	65%	60%	-	-	-	-
	EL	21%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	73%	77%	65%	-	50%	67%	*	*	-	-	56%	75%	-	65%	-	65%	-	-	-	-	-
	Female	65%	70%	60%	-	56%	60%	-	*	-	-	50%	64%	-	60%	-	-	60%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	20%	17%	10%	13%	23%	24%	38%	*	20%	14%	26%	11%	18%	7%	17%	17%	-	23%	4%	15%
	CWD	7%	8%	11%	11%	11%	10%	-	-	-	20%	10%	13%	11%	-	3%	12%	8%	-	*	0%	-
	CWOD	19%	22%	18%	10%	13%	25%	24%	38%	*	20%	15%	27%	-	18%	7%	18%	18%	-	21%	5%	15%
	EL	7%	8%	7%	-	6%	25%	*	*	*	-	7%	6%	3%	7%	7%	6%	7%	-	29%	-	0%
	Male	17%	19%	17%	10%	14%	22%	8%	30%	*	16%	14%	25%	12%	18%	6%	17%	-	-	21%	0%	27%
	Female	19%	21%	17%	10%	12%	25%	60%	*	-	25%	14%	28%	8%	18%	7%	-	17%	-	25%	6%	0%
Reading	All Students	18%	20%	16%	10%	11%	23%	25%	60%	*	17%	13%	25%	9%	17%	5%	14%	18%	-	19%	8%	10%
	CWD	6%	7%	9%	7%	9%	9%	-	-	-	20%	8%	14%	9%	-	3%	10%	7%	-	*	*	-
	CWOD	20%	22%	17%	10%	12%	25%	25%	60%	*	17%	14%	26%	-	17%	5%	15%	19%	-	20%	11%	10%
	EL	7%	8%	5%	-	4%	25%	*	*	*	-	5%	6%	3%	5%	5%	4%	6%	-	*	-	*
	Male	16%	17%	14%	9%	11%	18%	17%	*	*	19%	12%	21%	10%	15%	4%	14%	-	-	11%	0%	17%
	Female	21%	23%	18%	11%	12%	28%	*	*	-	16%	15%	30%	7%	19%	6%	-	18%	-	29%	14%	*
Mathematics	All Students	17%	20%	18%	11%	14%	24%	14%	33%	*	20%	15%	28%	13%	19%	10%	19%	17%	-	27%	0%	13%
	CWD	8%	9%	13%	15%	13%	10%	-	-	-	20%	12%	16%	13%	-	5%	14%	9%	-	*	*	-
	CWOD	18%	21%	19%	10%	14%	26%	14%	33%	*	20%	15%	29%	-	19%	11%	20%	17%	-	21%	0%	13%
	EL	8%	10%	10%	-	10%	29%	-	*	-	-	10%	5%	5%	11%	10%	10%	10%	-	*	-	*
	Male	18%	21%	19%	13%	16%	25%	0%	*	*	5%	16%	30%	14%	20%	10%	19%	-	-	38%	0%	*
	Female	16%	19%	17%	8%	12%	23%	*	*	-	33%	14%	27%	9%	17%	10%	-	17%	-	14%	0%	*
Science	All Students	19%	21%	18%	9%	14%	23%	*	*	*	33%	15%	24%	11%	18%	5%	19%	16%	-	*	0%	*
	CWD	8%	8%	11%	14%	10%	11%	-	-	-	-	12%	6%	11%	-	0%	13%	6%	-	-	*	-
	CWOD	20%	23%	18%	8%	15%	25%	*	*	*	33%	16%	26%	-	18%	6%	20%	17%	-	*	*	*
	EL	4%	6%	5%	-	5%	20%	-	-	-	-	5%	8%	0%	6%	5%	6%	4%	-	*	-	*
	Male	20%	22%	19%	8%	17%	24%	*	*	*	40%	18%	24%	13%	20%	6%	19%	-	-	*	*	*
	Female	18%	20%	16%	10%	11%	23%	*	-	-	29%	13%	25%	6%	17%	4%	-	16%	-	*	*	*

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	14%	20%	14%	-	13%	11%	*	*	-	-	13%	14%	-	14%	-	24%	5%	-	-	-	-
	CWD	11%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	14%	20%	14%	-	13%	11%	*	*	-	-	13%	14%	-	14%	-	24%	5%	-	-	-	-
	EL	1%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	24%	24%	-	33%	11%	*	*	-	-	22%	25%	-	24%	-	24%	-	-	-	-	-
	Female	11%	16%	5%	-	0%	10%	-	*	-	-	0%	7%	-	5%	-	-	5%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2020													
All Students	98.2%	100.0%	97.7%	98.4%	-	-	-	*	98.3%	91.7%	93.5%	100.0%	-
CWD	91.7%	*	100.0%	80.0%	-	-	-	-	100.0%	91.7%	*	-	-
CWOD	98.5%	100.0%	97.6%	99.2%	-	-	-	*	98.2%	-	92.9%	100.0%	-
EL ◇	93.5%	-	93.1%	*	-	-	-	-	96.3%	*	93.5%	*	-
Male	96.5%	100.0%	95.9%	96.6%	-	-	-	*	96.7%	88.9%	90.0%	100.0%	-
Female	100.0%	100.0%	100.0%	100.0%	-	-	-	*	100.0%	*	100.0%	100.0%	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
802	121	15%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	42	35	37	49	51	72	*	47	39	25	27
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	87%	74%	88%	87%	-	*	-	100%	88%	76%	90%

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	99%	98%	99%	98%	100%	93%	*	100%	99%	98%	98%	99%	100%	99%	99%	-
	CWD	98%	100%	99%	96%	-	-	-	100%	99%	94%	98%	-	99%	98%	98%	-
	CWOD	99%	97%	99%	98%	100%	93%	*	100%	99%	99%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	96%	*	*	*	-	100%	99%	99%	100%	100%	100%	99%	-
	Male	99%	96%	99%	98%	100%	91%	*	100%	99%	98%	98%	99%	100%	99%	-	-
	Female	99%	100%	99%	98%	100%	*	-	100%	99%	99%	98%	99%	99%	-	99%	-
Reading	All Students	99%	99%	100%	99%	100%	100%	*	100%	99%	99%	98%	99%	100%	99%	99%	-
	CWD	98%	100%	99%	97%	-	-	-	100%	99%	96%	98%	-	100%	98%	99%	-
	CWOD	99%	99%	100%	99%	100%	100%	*	100%	99%	99%	-	99%	100%	100%	99%	-
	EL	100%	-	100%	100%	*	*	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	98%	100%	99%	100%	*	*	100%	99%	99%	98%	100%	100%	99%	-	-
	Female	99%	100%	99%	99%	*	*	-	100%	99%	99%	99%	99%	100%	-	99%	-
Mathematics	All Students	98%	96%	99%	97%	100%	86%	*	100%	98%	97%	98%	98%	100%	98%	99%	-
	CWD	98%	100%	99%	96%	-	-	-	100%	99%	93%	98%	-	98%	98%	98%	-
	CWOD	98%	95%	99%	97%	100%	86%	*	100%	98%	97%	-	98%	100%	97%	99%	-
	EL	100%	-	100%	88%	-	*	-	-	100%	98%	98%	100%	100%	100%	99%	-
	Male	98%	92%	99%	96%	100%	80%	*	100%	98%	95%	98%	97%	100%	98%	-	-
	Female	99%	100%	99%	98%	*	*	-	100%	99%	98%	98%	99%	99%	-	99%	-
Science	All Students	99%	98%	99%	98%	*	*	*	100%	99%	99%	97%	99%	100%	99%	99%	-
	CWD	97%	100%	98%	95%	-	-	-	-	97%	94%	97%	-	100%	97%	97%	-
	CWOD	99%	98%	99%	98%	*	*	*	100%	99%	99%	-	99%	99%	99%	99%	-
	EL	100%	-	100%	100%	-	-	-	-	99%	100%	100%	99%	100%	100%	99%	-
	Male	99%	96%	99%	98%	*	*	*	100%	98%	100%	97%	99%	100%	99%	-	-
	Female	99%	100%	99%	98%	*	-	-	100%	99%	98%	97%	99%	99%	-	99%	-
SAT/ACT All Subjects	All Students	60%	*	65%	61%	*	*	-	-	48%	71%	-	60%	-	47%	77%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	*	65%	61%	*	*	-	-	48%	71%	-	60%	-	47%	77%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	*	55%	50%	*	*	-	-	47%	47%	-	47%	-	47%	-	-
	Female	77%	-	75%	77%	-	*	-	-	50%	100%	-	77%	-	-	77%	-
Non-Participation Rate																	
All Subjects	All Students	1%	2%	1%	2%	0%	7%	*	0%	1%	2%	2%	1%	0%	1%	1%	-
	CWD	2%	0%	1%	4%	-	-	-	0%	1%	6%	2%	-	1%	2%	2%	-
	CWOD	1%	3%	1%	2%	0%	7%	*	0%	1%	1%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	4%	*	*	*	-	0%	1%	1%	0%	0%	0%	1%	-
	Male	1%	4%	1%	2%	0%	9%	*	0%	1%	2%	2%	1%	0%	1%	-	-

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	Female	1%	0%	1%	2%	0%	*	-	0%	1%	1%	2%	1%	1%	-	1%	-
Reading	All Students	1%	1%	0%	1%	0%	0%	*	0%	1%	1%	2%	1%	0%	1%	1%	-
	CWD	2%	0%	1%	3%	-	-	-	0%	1%	4%	2%	-	0%	2%	1%	-
	CWOD	1%	1%	0%	1%	0%	0%	*	0%	1%	1%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	0%	1%	0%	*	*	0%	1%	1%	2%	0%	0%	1%	-	-
	Female	1%	0%	1%	1%	*	*	-	0%	1%	1%	1%	1%	0%	-	1%	-
Mathematics	All Students	2%	4%	1%	3%	0%	14%	*	0%	2%	3%	2%	2%	0%	2%	1%	-
	CWD	2%	0%	1%	4%	-	-	-	0%	1%	7%	2%	-	2%	2%	2%	-
	CWOD	2%	5%	1%	3%	0%	14%	*	0%	2%	3%	-	2%	0%	3%	1%	-
	EL	0%	-	0%	12%	-	*	-	-	0%	2%	2%	0%	0%	0%	1%	-
	Male	2%	8%	1%	4%	0%	20%	*	0%	2%	5%	2%	3%	0%	2%	-	-
	Female	1%	0%	1%	2%	*	*	-	0%	1%	2%	2%	1%	1%	-	1%	-
Science	All Students	1%	2%	1%	2%	*	*	*	0%	1%	1%	3%	1%	0%	1%	1%	-
	CWD	3%	0%	2%	5%	-	-	-	-	3%	6%	3%	-	0%	3%	3%	-
	CWOD	1%	2%	1%	2%	*	*	*	0%	1%	1%	-	1%	1%	1%	1%	-
	EL	0%	-	0%	0%	-	-	-	-	1%	0%	0%	1%	0%	0%	1%	-
	Male	1%	4%	1%	2%	*	*	*	0%	2%	0%	3%	1%	0%	1%	-	-
	Female	1%	0%	1%	2%	*	-	-	0%	1%	2%	3%	1%	1%	-	1%	-
SAT/ACT All Subjects	All Students	40%	*	35%	39%	*	*	-	-	52%	29%	-	40%	-	53%	23%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	*	35%	39%	*	*	-	-	52%	29%	-	40%	-	53%	23%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	53%	*	45%	50%	*	*	-	-	53%	53%	-	53%	-	53%	-	-
	Female	23%	-	25%	23%	-	*	-	-	50%	0%	-	23%	-	-	23%	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	300	19	140	126	1	0	1	13	48		
	Female	167	11	85	68	1	0	0	2	13		
	Total	467	30	225	194	2	0	1	15	61		
Out-of-School Suspensions												
	Male	65	7	26	29	0	0	0	3	10		
	Female	36	7	15	14	0	0	0	0	2		
	Total	101	14	41	43	0	0	0	3	12		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	80	8	24	48	0	0	0	0	6		39
	Female	30	6	7	17	0	0	0	0	0		15
	Total	110	14	31	65	0	0	0	0	6		54
Out-of-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	26	5	9	11	0	0	0	1	3		15
	Female	10	1	3	6	0	0	0	0	1		2
	Total	36	6	12	17	0	0	0	1	4		17
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	2	0	0	2	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	0	2	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	164	15	53	92	-	1	-	3	15	32	-
	Female	139	9	45	80	1	3	-	1	11	15	-
	Total	303	24	98	172	1	4	-	4	26	47	-

												Total
Incidents of Violence												
Incidents of rape or attempted rape												0
Incidents of sexual assault (other than rape)												0
Incidents of robbery with a weapon												0
Incidents of robbery with a firearm or explosive device												0
Incidents of robbery without a weapon												0
Incidents of physical attack or fight with a weapon												1
Incidents of physical attack or fight with a firearm or explosive device												0

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	Total
Incidents of physical attack or fight without a weapon	1
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	8
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	8
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	8
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	83	1	51	29	0	1	0	1	28	19
	Female	92	2	60	26	0	0	0	4	28	8
	Total	175	3	111	55	0	1	0	5	56	27
Accelerated Coursework											
Advanced Placement Courses	Male	56	1	22	30	0	1	0	2	1	1
	Female	61	3	21	34	0	2	0	1	1	0
	Total	117	4	43	64	0	3	0	3	2	1
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	54	1	13	37	1	0	0	2	0	1
	Female	78	1	20	53	0	3	0	1	0	0
	Total	132	2	33	90	1	3	0	3	0	1

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Texas Education Agency
2021 Federal Report Card
KAUFMAN ISD (129903) - KAUFMAN COUNTY

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	23.7	8.2%				
Teachers Teaching with Emergency or Provisional Credentials	10.0	3.7%				
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	16.1	5.9%				

- Indicates there are no data available in the group.

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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

	State Number of ALT2	State Rate of ALT2	Region 10 Number of ALT2	Region 10 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	4,966	1%	844	1%	*	1%
Mathematics	4,961	1%	842	1%	*	1%
Grade 4						
Reading	5,046	1%	829	1%	*	2%
Mathematics	5,040	1%	829	1%	*	2%
Grade 5						
Reading	5,133	1%	822	1%	*	1%
Mathematics	5,138	1%	821	1%	*	1%
Science	5,130	1%	821	1%	*	1%
Grade 6						
Reading	4,925	1%	789	1%	*	1%
Mathematics	4,923	1%	788	1%	*	1%

	State Number of ALT2	State Rate of ALT2	Region 10 Number of ALT2	Region 10 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 7						
Reading	4,586	1%	750	1%	*	0%
Mathematics	4,581	1%	745	1%	*	0%
Grade 8						
Reading	4,513	1%	720	1%	*	1%
Mathematics	4,507	1%	720	1%	*	1%
Science	4,492	1%	713	1%	*	1%
End of Course						
English I	4,504	1%	744	1%	*	1%
English II	4,092	1%	657	1%	*	1%
Algebra I	4,514	1%	744	1%	*	1%
Biology	4,424	1%	750	1%	5	1%
All Grades						
All Subjects	85,481	1%	13,928	1%	51	1%
Reading	37,771	1%	6,155	1%	21	1%
Mathematics	33,664	1%	5,489	1%	19	1%
Science	14,046	1%	2,284	1%	11	1%

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1

State Level: 2019 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

* Indicates reporting standards not met.

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

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	43%	38%	39%	46%	*	*	-	*	36%	22%	31%
In-State Private Institutions	2%	*	*	*	-	-	-	-	*	-	-
Out-of-State Institutions	2%	*	*	*	-	-	-	-	3%	*	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	7.8%	9.2%	6.4%	9.2%	5.3%	0.0%	0.0%	9.3%	7.8%	9.8%	5.2%

- Indicates there are no students in the group.

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

Critical Success Factors

The following success factors are foundational elements within the framework of the Texas Accountability Intervention System (TAIS) developed by TEA and TCDSS. These Critical Success Factors will serve as key focus areas in school improvement planning. The CSFs documented are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts. All of these research-based measures, when taken as a whole, are key to continuous school improvement.

1. Improve Academic Performance

Academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.

2. Increase the Use of Quality Data to Drive Instruction

The use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used (Hamilton, et al., 2009). For example, academic achievement can improve when teachers create regular opportunities to share data with individual students (Black & Williams, 2005). Therefore, it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

3. Increase Leadership Effectiveness

Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

4. Increased Learning Time

Research promotes a three-pronged approach to Increased Learning Time that includes the following elements: (a) increased academic learning time; (b) increased enrichment activities; (c) and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the

result of which is “higher academic achievement, especially for disadvantaged students.” (Jez & Wassmer, 2011; Gettinger & Seibert 2002) To be utilized successfully, increased learning time must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules, block scheduling, using the time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers in ways that continuously strengthen their instructional practices. (Chalk Board Project, 2008; Kaplan & Chan, 2011)

5. Increase Family and Community Engagement

Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services. Parent, family and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education (Barton, 2003).

6. Improve School Climate

The connection between school climate and student achievement has been well established in research. Focusing on the development of a campus’ climate as a learning environment is fundamental to improved teacher morale and student achievement (Nomura, 1999). Formally assessing and addressing school climate is essential to any schools’ effort toward successful reform, achievement, and making a difference for underprivileged student groups (California P-16 Council, 2008). Indicators of a positive school climate and welcoming learning environment are increased attendance and reduced discipline referrals. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate. (Scales & Leffert, 1999)

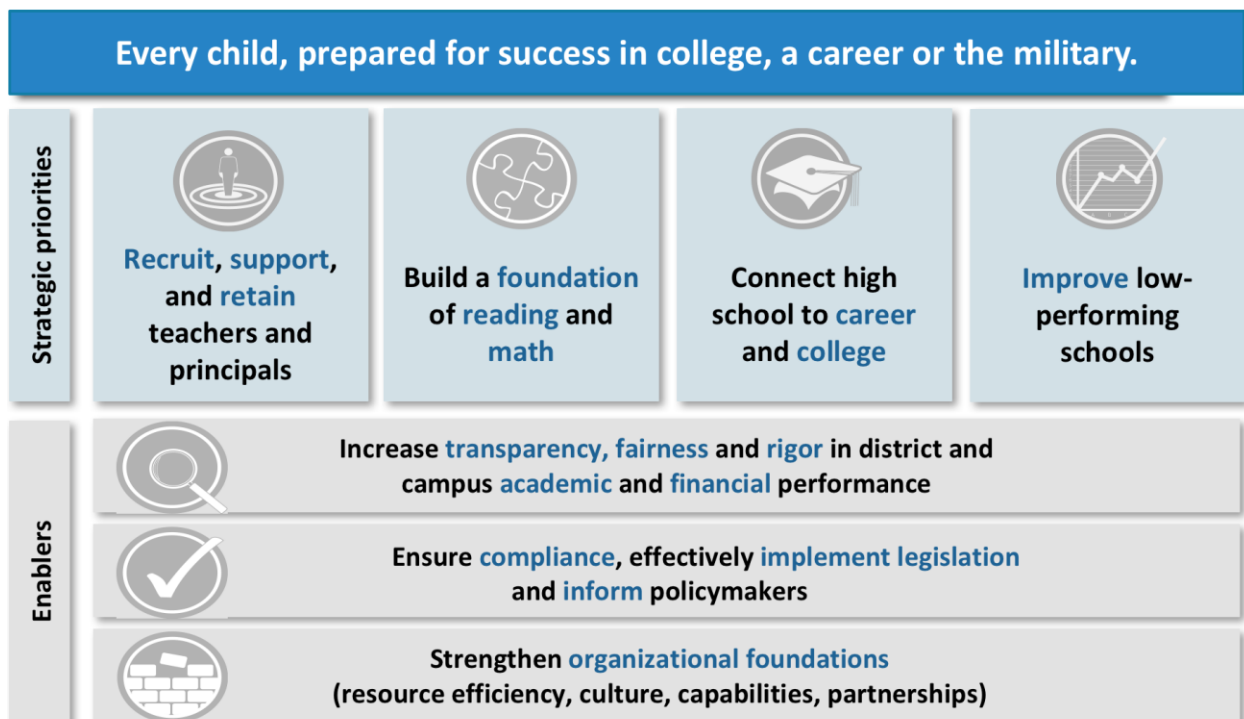
7. Increase Teacher Quality

Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. Over two decades of research has demonstrated a clear connection between teacher quality and increased student performance. The evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers (Nye, Konstantoupoulos, & Hedges, 2004). Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sanders & Rivers, 1996). LEAs and campuses can have a direct impact student achievement through the effective implementation of a comprehensive teacher quality program.

These Critical Success Factors reflect behavioral changes that must be demonstrated by students at the campus and district or by adults working on their behalf. The effective implementation of each CSF is crucial in school efforts to meet stated goals and objectives. Critical Success Factors must also be monitored using measurable performance indicators. It is these indicators that will enable campus and district staff to determine whether schools and programs are on track to achieve their desired outcomes.

TEA Strategic Priorities

The TEA works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker and graduates prepared for success in college, a career, or the military, and as an engaged, productive citizen. To achieve this vision for public education in Texas, the Agency has outlined specific strategic priorities to guide and focus our work on behalf of the more than five million school children in our State.



GOAL 1 Increase the Approaches, Meets, and Masters combined average on the 3rd grade STAAR Reading test from 45 to 53 by August of 2025.								
TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2019	45	40	52	41	28	34	46	41
August 2021	45 (37)	40 (31)	52 (49)	41 (34)	28 (21)	34 (29)	46 NA	41 NA
August 2022	47 (45)	42 (40)	54 (52)	43 (41)	30 (28)	36 (34)	48 (46)	43 (41)
August 2023	49 (48)	44 (43)	56 (55)	45 (44)	32 (31)	38 (37)	50 (49)	45 (44)
August 2024	51	46	58	47	34	40	52	47
August 2025	53	48	60	49	36	42	54	49

GOAL 2 Increase the Approaches, Meets, and Masters combined average on the 3rd grade STAAR Math test from 47 to 53 by August of 2025.								
TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2019	47	41	55	43	32	34	47	44
August 2021	47 (29)	41 (24)	55 (39)	43 (29)	32 (19)	34 (25)	47 NA	44 NA
August 2022	48 (47)	42 (41)	56 (55)	44 (43)	33 (32)	35 (34)	48 (47)	45 (44)
August 2023	50 (49)	44 (43)	58 (57)	46 (45)	35 (34)	37 (36)	50 (49)	47 (46)
August 2024	52 (51)	46 (45)	60 (59)	48 (47)	37 (36)	39 (38)	52 (51)	49 (48)
August 2025	53	47	61	49	38	40	53	50

GOAL 3 Increase CCMR without College Prep class from 52% to 60% by September of 2025 (class of 2024 - One year lag).								
TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2020	52%	50%	57%	47%	51%	33%	54%	41%
Sept 2021	52% (52%)	50% (41%)	57% (64%)	47% (44%)	51% (75%)	33% (44%)	54% (51%)	41% (39%)
Sept 2022	54%	52% (46%)	59% (64%)	49% (47%)	53%	35% (44%)	56% (53%)	43% (42%)
Sept 2023	56%	54% (50%)	61% (65%)	51% (50%)	55%	37% (45%)	58% (56%)	45%
Sept 2024	58%	56% (54%)	63% (66%)	53% (53%)	57%	39% (45%)	60% (59%)	47%
Sept 2025	60%	58%	65% (67%)	55%	59%	41% (45%)	62%	49%

GPM 3.1 Increase the percentage of students meeting CCMR standards on TSI, ACT, and SAT ELA and Math from 35% to 45% by September of 2025								
TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2020	35%	31%	40%	28%	0%	15%	37%	24%
Sept 2021	37% (25%)	33% (19%)	42% (31%)	30% (20%)	2% (0%)	17% (19%)	39% (26%)	26% (19%)
Sept 2022	39% (30%)	35% (25%)	44% (35%)	32% (25%)	4%	19% (20%)	41% (33%)	28% (23%)
Sept 2023	41% (35%)	37% (31%)	46% (40%)	34% (30%)	6%	21%	43% (38%)	30% (27%)
Sept 2024	43% (40%)	39% (36%)	48% (45%)	36% (35%)	8%	23%	45% (43%)	32% (31%)
Sept 2025	45%	41%	50%	38%	10%	25%	47%	34%

GPM 3.2 Increase the number of industry certifications earned by 50% from 34 to 51 by September of 2025								
TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2020	34	15	15	20	3	4	28	6
Sept 2021	37 (43)	16 (20)	16 (22)	22 (24)	3 (2)	4 (10)	31 (34)	7 (9)
Sept 2022	41 (45)	18 (22)	18 (24)	24 (26)	4 (3)	5 (10)	34 (36)	7 (9)
Sept 2023	45 (47)	20 (24)	20 (26)	26 (28)	4	5 (11)	37 (38)	8 (10)
Sept 2024	48 (49)	22 (26)	22 (28)	28 (30)	5	6 (11)	40	8 (10)
Sept 2025	51	23 (28)	23 (30)	30 (32)	5	6 (12)	42	9 (11)

Dating Violence

Dating violence is not tolerated by KISD. During the 2021-2022 school year, KISD will review and refine our policy on dating violence to incorporate all of the requirements laid out in SB9. Dating violence is currently addressed in KISD board policy FFH (Local). This policy includes definitions, examples, reporting procedures, and parent notification expectations. KISD uses the BASE program to inform secondary students about the dangers of dating violence.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation against District students. For provisions regarding discrimination, harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited
Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

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FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Sex-Based
Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

**Sexual Harassment
By an Employee**

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

STUDENT WELFARE
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FFH
(LOCAL)

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District
Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX
Coordinator*

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /
Section 504
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

**Alternative
Reporting
Procedures**

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

**Investigation of
Reports Other Than
Title IX**

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

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District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of</p>

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	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
Response to Sexual Harassment–Title IX	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none">• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;• Consider the complainant's wishes with respect to supportive measures; and• Explain to the complainant the option and process for filing a formal complaint. <p>The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.</p>

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Title IX Formal
Complaint Process

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;

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10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and
Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Kaufman Independent School District

Kaufman High

2021-2022



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Comprehensive Needs Assessment

Needs Assessment Overview

Name	Position	Email	Role
Jeff Roberts	Principal	jroberts@kaufman-isd.net	Administrator
Michael Lott	Teacher, Social Studies	mlott@kaufman-isd.net	Classroom Teacher
Julia Jacobs	Teacher, English	jjacobs@kaufman-isd.net	Classroom Teacher
Amber Townsend	Teacher, Science & RTI Coordinator	atownsend@kaufman-isd.net	Classroom Teacher
Vanessa Olgreen	Teacher, Spanish	volgreen@kaufman-isd.net	Classroom Teacher
Colt Clemens	Associate Principal	cclemens@kaufman-isd.net	Administrator
Crystal Huff	Teacher, Read/Write	chuff@kaufman-isd.net	Classroom Teacher
Marisa Garmon	Parent	jtousignant@kaufman-isd.net	Parent
Joanna Davis	Counselor	jdavis@kaufman-isd.net	Non-classroom Professional
Rheanna Archer	Community Representative	rarcher@kaufmantx.org	Community Representative

Demographics

Demographics Summary

Kaufman High School has an enrollment of 1230 for the 2021-2022 school year. Our current demographics are as follows: African American 4.48%, Hispanic 50.51%, White 41.88%, American Indian 0.68%, Asian 0.42%, and two or more races 1.95%. Within these populations, we have 70.05% Economically Disadvantaged, and English Language Learners make up 12.61% of the student population. Kaufman High School was in 5A from 2018-2020. KHS moved down to 4A in the last realignment from 2020-2022, however the new realignment will occur in February of 2022 based on the enrolled attendance number from October 2021.

Demographics Strengths

KHS has a diverse student population that provides a rich school culture and community that values education. We had a graduation rate of 99.91% for the 2020-2021 school year despite having 67.01% of our students being serviced through the RTI program, 12.61% of our students in the ESL program, and having 70.05% of our student population being considered Economically Disadvantaged. Kaufman High School was able to graduate all Seniors from the class of 2020-2021 through EOC testing requirements only and did not have to utilize the assistance of IGCs as an alternate avenue for students to qualify for graduation.

Student Learning

Student Learning Summary

Kaufman High School's focus remains on student achievement and success through continuous improvement and high expectations. We are committed to achieving a 100% graduation rate while equipping our students with the necessary skills to be successful after high school. During the 2021-2022 school year, faculty will be faced with the new challenge of serving students who may have spent a significant portion of the last two years completing school at home during the COVID-19 pandemic. Teachers will be focused more than ever on utilizing technology and virtual platforms in order to help prepare our students for graduation and post secondary success.

Student Learning Strengths

Kaufman High School students continue to excel in extra-curricular activities (UIL academics, fine arts, and sports). During the 2020-2021 school year, Kaufman High School placed just out of the final UIL Lone Star Cup Top 25 standings. However, several students/teams advanced to the regional or state level, including tennis and cross country. Scores on local assessments were higher in the 2019 - 2020 school year compared to previous years in many content areas, but did dip during the 2020 - 2021 school year. Due to the school closure in relation to the Corona virus, the only data that we have to compare are Local Assessments.

School Processes & Programs

School Processes & Programs Summary

Kaufman High School has developed pathways for endorsements including practicums and additional advanced courses. KHS has continued to provide an increased number of dual credit classes for our students. Our teachers are developing and increasing their database including the increased use of virtual resources. We are researching and allocating funds to offer additional TEA recognized certifications to our students.

School Processes & Programs Strengths

Kaufman High School has increased the number of dual credit classes to include American and British Literature, Biology, and US History. We currently offer AP US History, European History, World History, English 3 and 4, Biology, Government, Economics, Spanish, Calculus, Statistics, and Chemistry. We increased the number of course offerings in several different pathways for the 2021-2022 school year. Additionally, Kaufman High School went 1:1 during the 2020 - 2021 school year with Chrome-books and our teachers and students will now have unlimited access to a variety of resources that have been more limited in the past.

Perceptions

Perceptions Summary

Although our numbers have increased over the span of the last couple of years, we have worked hard to maintain and nurture a sense of community and pride that connects students, staff, and community members. The implementation of online learning during the 2020 - 2021 school year made this aspect of school culture more difficult. This school year, we will use a variety of tools including weekly newsletters, remind, and social media outlets, as well as in person and zoom meetings to promote collaborative culture that strives to see every student succeed.

Perceptions Strengths

KHS promotes a strong professional culture by providing planning days that are embedded into the school calendar for teachers to collaborate and enhance our curriculum. We have several events throughout the year, both in and out of school, to help promote school spirit. We also put an emphasis on professional growth for our teaching staff and provide a variety of training sessions throughout the year which include in house and online options.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data






- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

Goal 1: Improve Student Achievement

Performance Objective 1: State assessment scores in all core areas will meet or exceed state standards for all student groups.

Evaluation Data Sources: STAAR Results
TAPR
Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: All teachers will be required to post a daily learning target that is student friendly, based on the TEKS, and functions as a pathway to student success. Strategy's Expected Result/Impact: Each class period will be taught based on the TEKS. Staff Responsible for Monitoring: Administrators and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Goal 1: Improve Student Achievement

Performance Objective 2: Percentage of students approaching, meeting, and mastering grade level on state accountability will meet or exceed state average in all subjects for all student groups

Evaluation Data Sources: STAAR Results

TAPR






Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Staff will target students who have previously failed a STAAR test through targeted remediation. Each students progress will be documented, and growth will be encouraged with teachers using IXL as a support tool. Strategy's Expected Result/Impact: Kaufman High School will have less than 20% of students fail any one of the major five EOC tests. All scores at the end of the year will have approaches rate above 80%. Staff Responsible for Monitoring: Administrators and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Percentage of students graduating with an endorsement will meet or exceed state averages.






Evaluation Data Sources: Graduation Records
PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Each student will be monitored by the Director of CTE/CCMR and their respective counselor, and a plan will be created during the student's eighth grade year for each student to have the opportunity to earn an endorsement. Strategy's Expected Result/Impact: All students will earn an endorsement. Staff Responsible for Monitoring: Administrators, CTE/CCMR Director, & Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 2: Completion rates, attendance rates, and dropout rates will meet or exceed state standards and averages.






Evaluation Data Sources: PEIMS Report
TAPR

Strategy 1 Details	Reviews			
Strategy 1: The attendance staff will run daily reports and will file truancy as necessary to hold struggling students accountable. Strategy's Expected Result/Impact: Attendance rate will continue to be above 95.2%. Staff Responsible for Monitoring: Administrators, Front Office Staff, & Attendance Clerk Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative			Summative
	Dec	Mar	July	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 3: Kaufman High School will promote a college bound culture throughout the campus.






Evaluation Data Sources: College Day on Campus, Weekly Event
Course Schedules
PEIMS Reports
CCMR
College Enrollment Data

Strategy 1 Details	Reviews			
Strategy 1: Every Wednesday will be College Colors Day at Kaufman High School. Strategy's Expected Result/Impact: Students will be supported by a college based culture that breeds an expectation of college bound students. Staff Responsible for Monitoring: Administrators and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 4: CCMR rate based on TSI, ACT, SAT, Dual Credit, IBCs, and Military enlistment will improve from 52% to 60% by September of 2025.






Evaluation Data Sources: TEA Reports
Quartile Rankings
Local Data

Strategy 1 Details	Reviews			
Strategy 1: Each senior will be provided a free opportunity to take the SAT each fall. Each junior will be provided a free opportunity to take the ACT each spring. Strategy's Expected Result/Impact: Kaufman High School will move from Q3 to Q1 based on 100% of seniors taking the SAT. Staff Responsible for Monitoring: Administrators, CTE/CCMR Director, Counselors, & Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 1: Kaufman High School will provide high quality staff development that is differentiated to meet teacher needs.



Evaluation Data Sources: Eduphoria Workshop
Strive
Region 10 ESC Offerings
Assessments
Campus Based, Differentiated Professional Development Plans

Strategy 1 Details	Reviews			
Strategy 1: Kaufman High School is transitioning to year round professional development opportunities that are subject, department, or individually specific. Strategy's Expected Result/Impact: Teachers will be encouraged to growth both personally and professional on an annual basis. Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 2: Kaufman High School will recruit and hire fully certified and highly qualified administrators, teachers, and staff.

Evaluation Data Sources: Personnel Reports

Strategy 1 Details	Reviews			
Strategy 1: Kaufman High School will develop a recruiting tool to use before hiring season begins in March. Strategy's Expected Result/Impact: Kaufman High School will be fully hired before July 2022 for the 2022-2023 school year. Staff Responsible for Monitoring: Principal and Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs & Services








Performance Objective 1: Kaufman High School will make technology an integral part of the campus learning experience.

Evaluation Data Sources: Usage Reports

Technology Plan

Technology Survey

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Kaufman High School will attempt to provide a Chromebook to each student prior to the beginning of the school year. Strategy's Expected Result/Impact: All students will have access to technology on every day of the 2021-2022 school year. Staff Responsible for Monitoring: Principal, Administrative Staff, Technology Department Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Improve Student Programs & Services

Performance Objective 2: Students in need of specialized services will be properly identified and served.








Evaluation Data Sources: RTI Data

STAAR Data

Program Data and Evaluations

SST Data






PEIMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	July	July
				
<p>Strategy 1: Each student that did not reach the Approaches Level on a STAAR or EOC test during the 2020-2021 school year will receive targeted remediation through an Accelerated Instruction course that is built into their schedule.</p> <p>Strategy's Expected Result/Impact: At least 80% of students at Kaufman High School will reach the approaches level on each EOC exam.</p> <p>Staff Responsible for Monitoring: Administrators, RTI Personnel, RTI Case Managers, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 4: Improve Student Programs & Services

Performance Objective 3: Parental and community involvement will be prioritized.








Evaluation Data Sources: Parent Surveys
Parent Communications - Remind, Smore, Skyward
Lunch and Learn Participation
Social Media Feedback

Strategy 1 Details	Reviews			
Strategy 1: Each parent will receive a weekly communication from the KHS administration through electronic means. When possible, meetings will be held at multiple times to reach as many parents as possible, and all public electronic communications to parents will also be posted on the KHS website. Strategy's Expected Result/Impact: The parents of KHS will feel that the KHS staff is transparent and working with them to support their children. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Improve Student Programs & Services

Performance Objective 4: Kaufman High School will maintain compliance with state and federal laws and regulations.

Evaluation Data Sources: Policy
Region 10 ESC Compliance

Strategy 1 Details	Reviews			
Strategy 1: At the end of each 9 week period, the KHS administrative team will meet to discuss any compliance concerns. Strategy's Expected Result/Impact: All federal and state laws along with district board policy will be followed. Staff Responsible for Monitoring: Principal, Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Kaufman High School will provide a safe and orderly learning environment.

Performance Objective 1: Provide programs and structures that promote safety and security.








Evaluation Data Sources: PEIMS

Student Discipline Reports

Student, Teacher, and Parent Feedback

Campus Security Documentation of Procedures








Campus Security Practice Events

Strategy 1 Details	Reviews			
Strategy 1: Kaufman High School will host a senior assembly to provide CPR, First Aid, and other safety information. Strategy's Expected Result/Impact: All seniors will graduate with all legal requirements met. Staff Responsible for Monitoring: Campus Administrators, Director of CTE/CCMR TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Kaufman High School will provide a safe and orderly learning environment.

Performance Objective 2: Provide programs and structures that promote an orderly learning environment.






Evaluation Data Sources: Student Data Reports
Student, Teacher, and Parent Feedback
Walkthrough Data

Strategy 1 Details	Reviews			
Strategy 1: A duty schedule will be created where all staff members are required to support students as they enter and leave the building. All staff members will be required to be in the hallway during passing periods to ensure student safety. Strategy's Expected Result/Impact: Less than three major altercations will occur at KHS during the 2021-2022 school year. Staff Responsible for Monitoring: Campus Administrators and Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Kaufman High School will provide a safe and orderly learning environment.

Performance Objective 3: Provide programs and structures that promote social and emotional well-being.

Evaluation Data Sources: Discipline Reports
Counselor, Teacher, Student, and Parent Feedback
Local Documentation

Strategy 1 Details	Reviews			
Strategy 1: Kaufman High School counselors will meet at least bi-weekly with students who have previously had social emotional concerns to ensure they have a safe place on campus. Strategy's Expected Result/Impact: Kaufman High School will diligently attend to the needs of their students with social, emotional, or mental health concerns. Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Kaufman High School will provide academic support to all students. KHS scores will exceed the state averages at the approaches, meets, and masters level in the 2021-2022 school year.

The goals for this year are:

ELA 1 80% Approaches, 15% Masters (11/3)

ELA 2 80% Approaches, 15% Masters (10/4)

BIOL 95% Approaches, 30% Masters (18/8)

ALG 90% Approaches, 30% Masters (18/7)

USH 95% Approaches, 55% Masters (10/12)

Kaufman High School also has extracurricular goals for the 2021-2022 school year. Kaufman High School is determined to reach the Top 25 of the Lone Star Cup standings. This is a cumulative effort that includes: Academics, Athletics, Fine Arts, Band, and Robotics.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Kaufman High School will provide academic support to all students. KHS scores will exceed the state averages at the approaches, meets, and masters level in the 2021-2022 school year.

2.2: Regular monitoring and revision

Benchmark testing will occur during each nine week period to ensure students are on track to pass the EOC exam. Students that show gaps in the mastery learning process will be provided individualized and small group support. The RTI process will be used to promote student growth and success.

2.3: Available to parents and community in an understandable format and language

Goals for each EOC:

ELA 1 80% Approaches, 15% Masters

ELA 2 80% Approaches, 15% Masters

BIOL 95% Approaches, 30% Masters

ALG 90% Approaches, 30% Masters

USH 95% Approaches, 55% Masters

2.4: Opportunities for all children to meet State standards

Kaufman High School will provide accelerated instruction courses for students that have previously failed a STAAR or EOC exam. All students will receive specific remediation and instruction based on current learning gaps. Students will be encouraged to attend tutorials, and assessments will be disaggregated to ensure targeted development.

2.5: Increased learning time and well-rounded education

Student learning will be interrupted on a limited basis to develop school culture and positive student social interactions. Teachers will be using instructional time on TEK based lessons that are targeted towards student growth in the required areas.

2.6: Address needs of all students, particularly at-risk

The ELL population at Kaufman High School will be one specific group that will be documented and reviewed on a monthly basis. Students will progress through the Read/Write program in order to supplement their English skills. Teaching staff will be encouraged to continue their professional development by gaining ESL certification if they have not already done so.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parents and community members will be reached on a weekly basis by communication from the principal. All parents will have access to the weekly newsletter and notifications through Remind.

3.2: Offer flexible number of parent involvement meetings

Parental involvement is crucial to student success. Campus administrators will host multiple meetings on each major topic to ensure parents have multiple opportunities to attend. At the conclusion of meetings, notes, slides, videos, or summary statements will be posted to the KHS website for parents to review.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Campus Funding Summary

Addendums

Kaufman Independent School District

Gary Campbell High

2021-2022



Mission Statement

Gary W. Campbell High School strives to provide a quality educational opportunity for students in a non-traditional high school setting by: Providing a nurturing environment; developing life-long learners who demonstrate positive social skills. Preparing students for successful post-secondary responsibility and opportunities.

Vision

Gary Campbell High School: Where Students Succeed

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gary Campbell High School is a non-traditional, student-centered, alternative campus focused on student success. GCHS has a current enrollment of 27 students. Our current demographics are as follows: African American 3.70%, Hispanic of 55.56%, and White 40.74%. Within these populations, we have 85.19% Economically Disadvantaged, and English Language Learners make up 18.52% of the student population.

Demographics Strengths

Gary Campbell High School serves At-Risk students. We had a graduation rate of 100% for the 2020-2021 school year.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

Gary Campbell High
Generated by Plan4Learning.com

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data



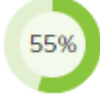




- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

Goal 1: Improve Student Achievement

Performance Objective 1: End of Year Assessments will meet or exceed scores for English I, English II, Algebra I, Biology and US History for alternative schools of choice.






Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Student area(s) of need will be identified and goals will be set by students and teachers. Student's progress on assessments and benchmarks will be graphed individually and interventions will be provided when/if no growth occurs. Strategy's Expected Result/Impact: Students will master material and be able to apply skills on assessments. Staff Responsible for Monitoring: Core Teachers, Fowler, Smith Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: All teachers will submit daily Bell Ringers requiring students to write short answer responses. Strategy's Expected Result/Impact: Students' writing will improve. Staff Responsible for Monitoring: Administrator, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: STAAR EOC assessment data and benchmark data will be analyzed to identify and address instructional and performance deficiencies. Strategy's Expected Result/Impact: Students will receive intense instruction to master identified areas of need. Staff Responsible for Monitoring: Core Teachers, Fowler, Smith Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Improve Student Achievement

Performance Objective 2: Successfully implement the requirements of House Bill 4545 into the 2021-22 school year.











Evaluation Data Sources: Accelerated Learning Documentation and 2021-22 STAAR Results.

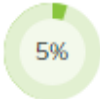







Strategy 1 Details	Reviews			
Strategy 1: Schedule Accelerated Learning classes for all students who have failed 2020-21 STAAR. Strategy's Expected Result/Impact: Meet the requirements of HB 4545 and increase student achievement on 2021-22 STAAR. Staff Responsible for Monitoring: Smith, Fowler Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: 80% of graduating seniors will be qualified as Career, College or Military ready.

Evaluation Data Sources: TSI test results, SAT/ACT test scores, ASVAB scores, college acceptance, College Bridge class enrollment and Dual Credit classes.








Strategy 1 Details	Reviews			
Strategy 1: College Bridge courses will be taught to all students who have not passed the TSI and are in their fourth Math and/or fourth English class. Strategy's Expected Result/Impact: Students will be able to pass the College Bridge prep courses and be considered CCMR. Staff Responsible for Monitoring: Dean, Mason, Smith, Fowler Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: GCHS students will have the opportunity to participate in a College Fair and/or Trade school day. (May be held virtually depending on COVID protocols.) Strategy's Expected Result/Impact: Students will be aware of Post-Secondary options. Staff Responsible for Monitoring: Smith, Fowler TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Mrs. Smith will meet with students after each course completion. Strategy's Expected Result/Impact: Students will have an up to date accelerated graduation and "post secondary" plan. Staff Responsible for Monitoring: Smith TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Senior folders will be provided to students and parents with organized information regarding important dates and deadlines for post-secondary opportunities. Strategy's Expected Result/Impact: Students and parents will have information about admission and FASFA deadlines. Staff Responsible for Monitoring: Smith Title I Schoolwide Elements: 3.2	Formative			Summative
	Dec	Mar	July	July
				

Strategy 5 Details	Reviews			
Strategy 5: GCHS will team up with KHS for SAT school day and also offer TSI testing on campus. Strategy's Expected Result/Impact: More students will have access to test and prepare for college admission. Staff Responsible for Monitoring: Smith Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
Strategy 6: A Senior slideshow will be sent to parents and students with information regarding: graduation, scholarships, and Financial Aid. Strategy's Expected Result/Impact: Students and parents will have information for graduation and post-secondary opportunities. Staff Responsible for Monitoring: Smith TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 2: Completion rates, Attendance rates, will meet or exceed while dropout rates will meet or be below the alternative schools of choice.







Evaluation Data Sources: PIEMS Reports

Strategy 1 Details	Reviews			
Strategy 1: Office staff will run daily reports and file truancy as needed. Strategy's Expected Result/Impact: Attendance rates will improve Staff Responsible for Monitoring: Sandberg, Fowler Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Daily calls will be made to absent student's parents or guardians. Strategy's Expected Result/Impact: Attendance rates will improve Staff Responsible for Monitoring: Sandberg, Fowler Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Students will be recognized for perfect attendance during each three week progress period. Strategy's Expected Result/Impact: Attendance rates will improve. Staff Responsible for Monitoring: Sandberg, Fowler Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Recruit, Retain, and Train Fully Certified and Highly Qualified Principals, Teachers and Staff

Performance Objective 1: Improve collaboration opportunities among teachers and staff.

Evaluation Data Sources: Teacher and staff surveys

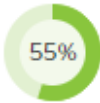




Strategy 1 Details	Reviews			
Strategy 1: Teaming meetings will be held during conferences every two weeks. Strategy's Expected Result/Impact: Teachers will be able to collaborate and receive support from colleagues and administration. Staff Responsible for Monitoring: Fowler Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Friday Focus with weekly information, due dates, instructional and/or motivational articles will be sent to teachers and staff on Fridays. Strategy's Expected Result/Impact: Teachers will be informed and successes will be highlighted. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Recruit, Retain, and Train Fully Certified and Highly Qualified Principals, Teachers and Staff

Performance Objective 2: GCHS will recruit and hire fully certified and highly qualified Principals, Teachers and Staff






Targeted or ESF High Priority

Evaluation Data Sources: Students will have access to effective educators.

Strategy 1 Details	Reviews			
Strategy 1: Professional development surveys will be conducted to address identified areas of need for teachers and staff. Strategy's Expected Result/Impact: Teachers and staff will feel supported and grow professionally. Staff Responsible for Monitoring: Smith, Fowler ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Improve Student Programs and Services

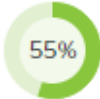





Performance Objective 1: Technology will be an integral part of the campus learning experience.

Strategy 1 Details	Reviews			
Strategy 1: Every GCHS student will be provided a Chromebook. Strategy's Expected Result/Impact: Students will have access to technology at school and at home. Staff Responsible for Monitoring: Sandberg, Smith, Fowler Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs and Services

Performance Objective 2: Parental and community involvement will be encouraged.

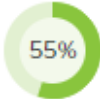





Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
Strategy 1: Each parent will receive important information via REMIND, by PowerPoints, by email, by mail and if possible, at a Parent Night meeting during the Spring semester. Strategy's Expected Result/Impact: Parents will be informed and involved in their student's education. Staff Responsible for Monitoring: Smith, Fowler Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: GCHS will utilized social media and the local newspaper to communicate positive aspects of our campus. Strategy's Expected Result/Impact: Parents and our community will recognize positive things happen at GCHS. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs and Services

Performance Objective 3: Properly identify and serve students in need of specialized programs or services.






Evaluation Data Sources: Students will remain enrolled and make progress toward or obtain their diploma.

Strategy 1 Details	Reviews			
Strategy 1: Provide Pregnant Related Services during pregnancy and postpartum period. Strategy's Expected Result/Impact: Identify students, assist in locating services, provide counseling for pregnant students. Students stay on track for graduation. Staff Responsible for Monitoring: District PRS counselor, Homebound teachers	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Flexible scheduling for students who are employed. Strategy's Expected Result/Impact: Students will be able to successfully complete school/attendance and progress will improve. Staff Responsible for Monitoring: Smith, Fowler Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Provide a Safe and Orderly Learning Environment

Performance Objective 1: Provide students with Social Emotional Learning opportunities to address identified needs.







Evaluation Data Sources: Completed B.A.S.E. modules.

Strategy 1 Details	Reviews			
Strategy 1: Students will be assigned B.A.S.E. modules tailored to address their identified areas of need. Strategy's Expected Result/Impact: Students will gain coping strategies and make better choices. Staff Responsible for Monitoring: Smith Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Provide a Safe and Orderly Learning Environment

Performance Objective 2: The campus Emergency Operations Plan will be practiced and maintained.






Evaluation Data Sources: Plan will be updated as needed and drill logs will be maintained.

Strategy 1 Details	Reviews			
Strategy 1: Required drills will be planned and practiced. Strategy's Expected Result/Impact: Students and staff will know what to do in an emergency situation. Staff Responsible for Monitoring: EOPT, Fowler ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Multiple staff members will be trained in the Nonviolent Crisis Intervention program. Strategy's Expected Result/Impact: Staff members will acquire skills to deescalate tension situations and help students. Staff Responsible for Monitoring: Fowler, CPI team Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Provide a Safe and Orderly Learning Environment

Performance Objective 3: Follow the recommended protocol for COVID-19.

Evaluation Data Sources: Covid cases and spread

Strategy 1 Details	Reviews			
Strategy 1: Ensure staff is up to date on COVID-19 and has cleaning materials to successfully follow protocols. Strategy's Expected Result/Impact: Lower cases and spread. Staff Responsible for Monitoring: Fowler, School nurses ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Campus Funding Summary

Addendums

Kaufman Independent School District
O.P. Norman Junior High
2021-2022

Mission Statement

KISD will equip students to become lifelong learners committed to academic excellence, integrity, responsible citizenship, and service to others.

Vision

O.P. Norman Jr. High will provide a safe and structured learning environment for all students. We strive to develop students intellectually, physically, and emotionally, and to instill values and character. This will be a school that honors effort, appreciates diversity, and understands the varying definitions of success. We will be teachers and models for students as they grow in wisdom and maturity and move toward success in life beyond the school. We believe that all of these things will mold students to be lifelong learners and positive, responsible, contributing members of society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

O.P. Norman JH had an enrollment for 2021-22 of 977 as of Sept. 20, 2021.

51% is female.

49% is male.

55% is Hispanic-Latino.

4% is African American.

38% is White.

2% is two or more races.

25% is limited English proficient.

9% is gifted and talented.

10% is Special Education.

56% is classified At-Risk.

73% is Economically Disadvantaged.

11% is 504.

Demographics Strengths

O.P. Norman JH has a diverse student population that provides a rich school culture and community that values education. Our ELL population continues to make gains as we have intentionally tracked that population and provided targeted instruction.

Student Achievement

Student Achievement Summary

O.P. Norman JH is focused on student achievement in all areas and preparing students for HS. We strive to provide an experience that values diversity and the many definitions of success primarily focusing on progress as the main goal.

STAAR 2020-2021:

6th Reading 52% Approaches, 23% Meets, 11% Masters

6th Math 74% Approaches, 38% Meets, 18% Masters

7th Reading 70% Approaches, 39% Meets, 21% Masters

7th Writing 64% Approaches, 31% Meets, 8% Masters

7th Math 62% Approaches, 31 % Meets, 13% Masters

8th Reading 74% Approaches, 43% Meets, 18% Masters

8th Math 59% Approaches, 24% Meets, 2% Masters

8th Science 73% Approaches, 44% Meets, 23% Masters

8th Social Studies 66% Approaches, 35% Meets, 15% Masters

Of the students that could of possibly shown a progress growth measure (of either a 1 or 2) on the 2020-21 STAAR, the following percentage did:

6th Reading - 38%, 114/299

6th Math - 55%, 168/306

7th Reading - 47%, 140/299

7th Math - 22%, 67/304

8th Reading - 74%, 211/287

8th Math - 35%, 80/226

Student Achievement Strengths

We had above the state average in the following Approaches areas on STAAR 2020-21:

6th Math +8

7th Math +8

7th Reading +2

7th Writing +3

8th Reading +2

8th Science +6

8th Social Studies +10

We are above the state average in the following Meets areas on STAAR 2020-21:

6th Math +4

7th Math +6

8th Science +2

8th Social Studies +8

We were above the state average in the following Masters areas on STAAR 2020-21:

6th Math +3

7th Math +2

8th Social Studies +2

We also had 100% of our 2020-21 Algebra students pass the Algebra EOC.

On 8th Reading STAAR, 74% of the students who could have possibly shown a growth measure of a 1 or 2, did.

School Culture and Climate

School Culture and Climate Summary

O.P. Norman JH has a positive school culture and climate. It is a place where children are pushed to be the best versions of themselves and are loved unconditionally while being held accountable. Due to COVID-19 last year, there was a lack of "connection" felt within the student body and between the teachers and their students. We were unable to do pep rallies, the dances, class meetings, etc. and I believe this contributed to those feelings of isolation.

School Culture and Climate Strengths

The people in this building are happy to be here and it shows. The students are loved and the teachers and staff are valued. They are also comfortable knowing they will be held accountable.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At this time, we have a very high quality of teaching staff overall. We have 2 brand new teachers to teaching. One was employeeed as a Read Right Aide at KHS last year so she comes in with some knowledge of how we do things already. The other is a young coach. He has a great attitude and I have a good feeling about him overall. The other new employees this year have taught before and come with really good recommendations. The teaching staff that was retained this year is the highest quality we have. It has been somewhat difficult this year to fill open paraprofessional positions with quality employees.

Staff Quality, Recruitment, and Retention Strengths

I was able to replace open positions with high quality teaching staff. I believe that our teaching staff has never looked better.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Overall, our curriculum, instruction, and assessment is run very smoothly throughout our departments. We have strong department heads that know what they are doing and how to get the students to retain and master the information to the most efficient caliber possible. The one area that we have struggled with as far as curriculum and instruction goes is 6th Reading. We have not, in the past, had a strong 6th grade English instructor that is both knowledgeable and willing to put forth the effort it takes to be a changemaker. I was able to attain one this hiring season and I believe it will serve the 6th grade Reading department well. Mrs. Webb oversees assessments on campus. We have our quarter assessments that measure how well the students have mastered the TEKS that were covered each quarter. We also now have MAP Testing that our teachers are incorporating into their plans that will help them measure the individual growth of each student.

During the summer of 2021, HB 4545 was introduced and requires at least 30 hours of accelerated instruction for each student that did not pass any given STAAR test at the end of the previous school year. We are meeting these needs by an Accelerated Instruction period built into the school day for every student.

Curriculum, Instruction, and Assessment Strengths

Overall, our curriculum, instruction, and assessment is run very smoothly throughout our departments. We have strong department heads that know what they are doing and how to get the students to retain and master the information to the most efficient caliber possible.

Parent and Community Engagement

Parent and Community Engagement Summary

At the JH level, parents and the community are typically involved depending on what their child is a part of. For instance, band parents are highly involved in the band program and our band directors do a really good job of communicating with them. Sports parents are involved with the coaches to ensure that program is as efficient as possible. Our counselors and our SPED department do a very good job of communicating with the parents of the students in their programs. We have a high rate of parental involvement in 504 and ARD meetings. Parents are contacted about discipline issues by both assistant principals and teachers when needed. In the past, there has been a lack of "reach out" with overall information from the principal. We have, instead, relied heavily on the students to communicate with their parents. While this enstills responsibility, it doesn't always ensure necessary information is being relaid to the people at home.

Our ESL Coordinator has had difficulties getting parents of our ESL students as fully involved as she'd like. While they do reach out to parents daily, very few are responsive. They don't seem to feel as connected to the school setting as they could.

Parent and Community Engagement Strengths

At the JH level, parents and the community are typically involved depending on what their child is a part of. For instance, band parents are highly involved in the band program and our band directors do a really good job of communicating with them. Sports parents are involved with the coaches to ensure that program is as efficient as possible. Our counselors and SPED department do a very good job of communicating with the parents of the students in their programs. We have a high rate of parental involvement in 504 and ARD meetings. Parents are contacted about discipline issues by both assistant principals and teachers when needed.

Our ESL Coordinator and her aides reach out to the families of their students daily. They do a very good job of helping their students find success.

School Context and Organization

School Context and Organization Summary

As the principal, I am the instructional leader for the campus. I also handle all things personnel. I oversee teacher evaluations via T-TESS. The assistant principals handle student discipline split alphabetically. Fowler is our emergency operations plan coordinator. Webb is over assessments. The two assistant principals handle parental concerns depending on their alphabet. They also do walkthroughs throughout the week and help with observations. We have a SPED coordinator on campus as well as a Diagnostician that takes care of all ARD and SPED needs while working with Mrs. Kerr at the district level. We have an ESL Coordinator who has 3 aides. They work together to meet the needs of our campus ESL population. She is also the campus Testing Coordinator at this time. Our counselors split the students alphabetically to meet their social-emotional needs and handle 504. Mrs. Carrillo is our lead counselor. We also have a campus technology instructional facilitator who has taken over the implementation of Chromebooks as well as works with the district technology office.

School Context and Organization Strengths

We have the right people in the right positions. They are masters of their domains.

Technology

Technology Summary

We have Chromebooks in every core classroom so that students have access to these during those times. The teachers oversee the distribution of these within their classes. They have the IXL program available for their use as supplemental instruction to their teachings. We also have the Technology Applications class taught by Mrs. Melton that introduces the students to properly using the computers as well as Computer Science for 7th graders that builds on that skill set. These classes are set in a computer lab setting. We do not have extra Chromebooks for students to check out when going on Quarantine. We have a new technology instructional facilitator position on campus, Mrs. Solomon, that ensures we are meeting the needs of the campus technology goals.

Technology Strengths

We have Chromebooks in every core classroom so that students have access to these during those times. The teachers oversee the distribution of these within their classes. They have the IXL program available for their use as supplemental instruction to their teachings. We also have the Technology Applications class taught by Mrs. Melton that introduces the students to properly using the computers as well as Computer Science for 7th graders that builds on that skill set. These classes are set in a computer lab setting.

We have a new technology instructional facilitator position on campus, Mrs. Solomon, that ensures we are meeting the needs of the campus technology goals.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

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







Goals

Goal 1: Improve Student Achievement

Performance Objective 1: I have a goal that every teacher is able to have 70% or more of their students show a growth measure of either a 1 or 2 on the Math and Reading 2021-22 STAAR tests.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Growth Measures







Strategy 1 Details	Reviews			
Strategy 1: Implement MAP testing so that teachers are aware of their individual students' needs and can effectively meet them. Strategy's Expected Result/Impact: Increased student growth measures. Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Webb TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize the data derived from quarter assessments to evaluate which TEKS they need to re-teach or teach differently to ensure a high percentage of mastery for every tested TEKS. Strategy's Expected Result/Impact: A high percentage of mastery for every tested TEKS. Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Webb TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Improve Student Achievement

Performance Objective 2: I have a goal that every 2021-22 STAAR tested area is at or above the state average for approaches, meets, and masters.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results Compared to the State







Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize the data derived from quarter assessments to evaluate which TEKS they need to re-teach or teach differently to ensure a high percentage of mastery for every tested TEKS. Strategy's Expected Result/Impact: A high percentage of mastery of every tested TEKS. Staff Responsible for Monitoring: Mrs. Webb and Mrs. McNeely TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Implement MAP testing so that teachers are aware of their individual students' needs and can effectively meet them. Strategy's Expected Result/Impact: Increased student growth measures. Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Webb TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Improve Student Achievement

Performance Objective 3: Maintain our focus on targeted instruction and awareness of our ELL student population.

Targeted or ESF High Priority













Evaluation Data Sources: Quarter Assessments, TELPAS, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Mrs. Jungman, our ESL Coordinator, will lead Teamings throughout the year to keep our teachers and staff informed on how to best meet the needs of their ESL students. Strategy's Expected Result/Impact: Increased academic growth and performance of ESL students. Staff Responsible for Monitoring: Mrs. Jungman ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Implement a parent reach-out program or presentation that draws in the parents of our ESL students as well as keeps them informed so that they can help their students be as successful as possible. Strategy's Expected Result/Impact: Increasing ESL parental involvement and, therefore, increase student achievement. Staff Responsible for Monitoring: Mrs. Jungman and Margarita Garcia TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Improve Campus Culture and Climate

Performance Objective 1: Regain connectivity among student body and between the staff and students.








Evaluation Data Sources: Number of discipline referrals, PASS assignments, and classroom behavior issues.

Strategy 1 Details	Reviews			
Strategy 1: Reinstate Paws to Claws and Meet the Teacher before school starts so that parents can feel connected and, therefore, comfortable with the school. Strategy's Expected Result/Impact: Decreased parental anxiety and decreased parental issues throughout the year. ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Start the year with class meetings where the principal along with the assistant principals and the counselors meet with all the students to go over daily expectations and how to successfully meet them. Strategy's Expected Result/Impact: Decreased number of discipline referrals and classroom behavior issues. ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Principal and assistant principals do lunch duty everyday so that they are able to interact with the students and vice versa. Strategy's Expected Result/Impact: Decreased number of discipline referrals and behavior issues across campus. ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Reinstate pep rallies to the best of our ability while following COVID-19 safety protocol along with dances and other social gatherings that boost positive student involvement. Strategy's Expected Result/Impact: Increased student achievement and decreased discipline issues. ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Recruit and Retain the Highest Quality of Staff

Performance Objective 1: Continue to retain our current high quality teachers and paraprofessionals.

Evaluation Data Sources: T-TESS








Strategy 1 Details	Reviews			
Strategy 1: As the principal, I will do 10 walkthroughs a week and each assistant principal will do 5 walkthroughs a week.	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Use the T-TESS evaluation system to hold teachers accountable and measure their ability to meet their individual goals for the year. Strategy's Expected Result/Impact: Increase quality of instruction and hold teachers accountable. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Have my staff study and implement the Fundamental Five and the benefits of "high expectations" so that they can add these things to their teaching toolkits. Strategy's Expected Result/Impact: Increased quality of instruction and increase quality of teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Implement Highly Effective Curriculum and Instruction

Performance Objective 1: Increase 6th grade English teachers' knowledge of the TEKS and effective teaching practices.

Targeted or ESF High Priority

Evaluation Data Sources: Quarter Assessments, MAP Testing, STAAR Results







Strategy 1 Details	Reviews			
Strategy 1: Attain a highly knowledgeable 6th grade English teacher with a proven track record for success in student growth measures. One that is able to lead the others and share their knowledge base. Strategy's Expected Result/Impact: Increased 2021-22 6th grade Reading STAAR results and growth measures TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Implement Highly Effective Curriculum and Instruction

Performance Objective 2: Successfully implement the requirements of House Bill 4545 into the 2021-22 school year.

Targeted or ESF High Priority

Evaluation Data Sources: Accelerated Instruction Documentation and 2021-22 STAAR Results






Strategy 1 Details	Reviews			
Strategy 1: Implanting accelerating instruction time into every child's daily schedule. Strategy's Expected Result/Impact: Meet the requirements of HB 4545 and increase student achievement on 2021-22 STAAR. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Use the IXL program to meet the needs of the 30 hour requirement of accelerated instruction time per failed 2020-21 STAAR. Strategy's Expected Result/Impact: Meet the requirements of HB 4545 and increase student achievement on 2021-22 STAAR. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Implement Highly Effective Curriculum and Instruction

Performance Objective 3: Continue to effectively follow the RTI (MTSS) procedures in order to meet the needs of at-risk students across campus.

Targeted or ESF High Priority






Evaluation Data Sources: RTI Meeting Documentation, RTI Tracking Data

Strategy 1 Details	Reviews			
Strategy 1: This will include implementing weekly RTI meetings where teachers meet with Mrs. Chambers, our RTI campus coordinator, to discuss the needs of students identified as RTI as well as teachers documenting how they are meeting these needs in the classroom. Strategy's Expected Result/Impact: Students are able to successfully move out from being labeled RTI or able to be moved to either 504 or SPED to best meet their needs. Staff Responsible for Monitoring: Mrs. Chambers ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase Parent and Community Involvement

Performance Objective 1: Increase ELL parental involvement within the ESL program.









Evaluation Data Sources: LPAC meeting participation, success rate of ESL students

Strategy 1 Details	Reviews			
Strategy 1: Implement an outreach program or presentation to pull in ELL parents and help them become fully informed of the ESL program so that their students can reap its full benefits and be as successful as possible. Strategy's Expected Result/Impact: Increase ELL parental involvement and increase ESL student achievement Staff Responsible for Monitoring: Mrs. Jungman and Margarita Garcia TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase Parent and Community Involvement

Performance Objective 2: Increase communication from principal to parents so that parents are up to date and well-informed.






Evaluation Data Sources: Amount of parental concerns and questions.

Strategy 1 Details	Reviews			
Strategy 1: Implement the "Letter From the Lion's Den" as a source of communication directly from principal to parent. The letter will inform parents of things going on and important dates. Strategy's Expected Result/Impact: Decrease parental anxiety and decrease parental concerns. Staff Responsible for Monitoring: Mrs. McNeely ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Principal creates a brand new Remind each school year and distributes that contact information appropriately so that she has an up to date database or parental contacts. Strategy's Expected Result/Impact: Decrease parental anxiety and decrease parental concerns. ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Maintain a Safe Learning Environment

Performance Objective 1: Continue to follow the recommended protocol for COVID-19.








Evaluation Data Sources: Number of COVID-19 cases and amount of spread

Strategy 1 Details	Reviews			
Strategy 1: Ensure staff is up to date on COVID-19 protocol and is able to successfully follow this protocol. Strategy's Expected Result/Impact: Lower number of COVID-19 cases and spread Staff Responsible for Monitoring: Mrs. McNeely and Nurse Charles ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Maintain a Safe Learning Environment

Performance Objective 2: Ensure that O.P. Norman is a safe place for all students both physically and emotionally.







Evaluation Data Sources: Number of physical altercation referrals, number of counselor referrals

Strategy 1 Details	Reviews			
Strategy 1: Increase counselor involvement with students and decrease amount of testing responsibilities for counselors so that they can use this time to work with students. Strategy's Expected Result/Impact: Decrease self-harm and threat assessment incidents. Increase students' well-being. Staff Responsible for Monitoring: Mrs. Carrillo, Mrs. Lott, and Mrs. McNeely ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Enlist the help of a campus testing coordinator so that counselors are able to work with students more often. Strategy's Expected Result/Impact: Decrease self-harm and threat assessment incidents. Increase students' well-being. Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Jungman (new campus testing coordinator) ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure that our campus emergency operations team is up to date and well-informed on emergency plans and operations. Strategy's Expected Result/Impact: Drill documentation, O.P. Norman Jr. High Emergency Operations Plan Staff Responsible for Monitoring: Mr. Fowler ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Increase Effectiveness of Assistant Principal Positions

Performance Objective 1: Evenly spread out the responsibilities typically assigned to the role of the 2 assistant principals on campus.







Evaluation Data Sources: Assistant Principal Evaluations, Staff Morale, Discipline Management and Effectiveness

Strategy 1 Details	Reviews			
Strategy 1: Starting this year, the assistant principals will split discipline and special needs issues across campus alphabetically. Mr. Fowler will handle students with the last names A-L while Mrs. Webb will handle students will last names M-Z. Strategy's Expected Result/Impact: Better management of campus discipline and increased staff morale as a result. Staff Responsible for Monitoring: Mrs. Webb, Mr. Fowler, and Mrs. McNeely ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Implement the T-PESS Evaluation System for assistant principals starting this year. Strategy's Expected Result/Impact: Targeted and improved assistant principal performance. Staff Responsible for Monitoring: Mrs. McNeely ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Ensure Preparedness for STAAR Testing Online

Performance Objective 1: Use our new campus position of technology facilitator to educate our staff on the expectations of online STAAR testing.

Evaluation Data Sources: STAAR Testing 2021-22

Strategy 1 Details	Reviews			
Strategy 1: Have Mrs. Solomon hold trainings and teamings as needed to instruct and inform staff on how to, not only be prepared for online testing themselves, but how to ensure their students are prepared for online testing, as well. Strategy's Expected Result/Impact: Increased preparedness for online STAAR Testing and increased success on those STAAR Tests Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Solomon (our new campus technology facilitator) ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Have Mrs. Solomon work closely with our district technology department so that she is well-informed and ready for online STAAR Testing. Strategy's Expected Result/Impact: Increased campus preparedness for online STAAR Testing and increased success on those STAAR tests as a result. Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Solomon ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Campus Funding Summary

Addendums

Kaufman Independent School District
Lucille Nash Elementary
2021-2022



Mission Statement

Kaufman Independent School District will equip students to become lifelong learners committed to academic excellence, integrity, responsible citizenship, and service to others.

Vision

Preparation - Purpose - Pride

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lucille Nash Elementary is currently in year 4 of its newly restructure consisting of 1st through 5th grade students. With the new structure, there are now 3 elementary schools in our community. Lucille Nash Elementary currently enrolls 510 students. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. We are a Title 1 campus that has 5 sections in both 1st grade and 2nd grade, 6 sections in 3rd grade, 4 sections in 4th grade and 5th grade. Nash's school data currently includes: 71% of our students are economically disadvantaged, and 35% of our students are identified at-risk. Special Programs are provided for students who qualify for the services, which includes: Bilingual/ESL 15%, Gifted and Talented 10% and 12% in Special Education. The ethnic distribution of our campus includes: 6.5% African American, 44% Hispanic, 46% White, 2% American Indian, 0.4%, and 10% Two or More Races.

Demographics Strengths

- Mobility number lower than district and state average.
- Attendance rate continues to be higher than district and state average.

Student Learning

Student Learning Summary

Last year was the first time to have state assessment data since Covid. When comparing Approaching Standard STAAR scores for All Students at Lucille Nash Elementary for the 2020-2021 school year to both the district and state averages, there were both increases and decreases showing both pockets of success and areas of need.

STAAR		Nash%	STATE	=/-	Nash %	State	=/-	Nash	State	=/-
2020-2021		App	App	App	Meet	Meet	Meet	Master	Master	Master
Nash	3R	64	68	-3	45	38	+7	22	19	+3
	3M	59	61	-2	28	30	-2	15	14	+1
	4R	71	63	+8	45	36	+9	18	18	-
	4M	72	58	+14	58	35	+25	36	21	+15
	4W	66	53	+13	28	26	+2	10	8	+2
	5R	75	72	+3	53	45	+8	31	30	+1
	5M	75	69	+6	44	43	+1	22	24	-2
	5Sci	72	61	+11	31	30	+1	11	12	-1

Compared to the state, Nash had five areas where averages were lower. However, 19 other areas compared were either the same or higher than the state averages. Learning loss is evident across the state of Texas due to Covid. Our third grade students showed learning loss which is a campus concern. Compared to 2019, Nash averages were considerably lower in third grade but held steady at grade 4th and 5th.

Student Learning Strengths

- 4th and 5th grade state assessments above the state averages.
- 4th grade writing increased despite the pandemic.

School Processes & Programs

School Processes & Programs Summary

Campus is a 1st-5th elementary campus. First and second grade classes are all be self-contained. Grades 3-5 are departmentalized with 2 way split in both 3rd and 4th grades. In 5th grade, 2 classes are in a 2 way split and a 3 way split. Each grade level will have a separate intervention block of 40 minutes to help all student progress to the next level. There are 3 intervention teachers, 1 dyslexia teacher, and 2 SPED teacher to address the specific needs of students. For the 2019-2020 school year, a first grade Bilingual teacher was added. In addition to the Bilingual teacher, a 2nd/3rd grade Bilingual/ESL teacher was added for ELAR instruction.

Common Assessments were given each 9 week grading period to check progress. Teachers track student data and progress to make instructional decisions. Students will also track their own academic progress in student data notebooks.

Teachers met weekly after school with their same subject department teachers to plan subject lessons. One day was also given each 9 weeks for planning.

Core subject classrooms are equipped with flat screen TVS and Apple TV. Each classroom has a document camera. Each department has an ipad cart with a class set of ipads to share. Each classroom has 6 Chromebooks.

School Processes & Programs Strengths

- Teachers report the planning day provided each grading period in beneficial in feeling prepared for the next grading period.
- Teachers have a common planning period each day for 55 minutes.
- Each grade level has a separate instructional time for interventions.

Perceptions

Perceptions Summary

The entire structure of the campus changed as the school adjusted from a 5-6 intermediate campus to an elementary campus with grades 1-5. Teachers have adjusted to new assignments on the 3 elementary campuses and the Junior High. Last year was a building year for a new culture and climate with all the changes.

Many decorative changes occurred over the summer to help make the school feel more inviting for the younger ages. Each year the students anticipate the new theme and decorations for the school. This year our theme was centered around an adventure. Each grade level hallway is decorated with a different adventure theme in mind.

Perceptions Strengths

- The new structure will benefit students making academic progress.
- Families and students excited about the look and feel of school as the new year began.
- The newly formed PTO continues to grow and positively impacts the campus.
- PTO Family nights were well attended.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data



- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices




Goals








Goal 1: Improve Student Achievement

Performance Objective 1: State Assessments in Reading, Math, Writing, and Science will meet or exceed State standards for all student groups.

Evaluation Data Sources: STAAR results/PBMAS

Strategy 1 Details	Reviews			
Strategy 1: Track class data, each sub group including ELL and SPED, and individual student data and make adjustments based on the learning needs of the students. Strategy's Expected Result/Impact: The use of common assessments will help guide the instruction needed for reteaching and continued to support allowing for continual student growth. Staff Responsible for Monitoring: Principals Instructional Facilitators Classroom Teachers Campus RTI Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Reading Intervention provided to students who are significantly below grade level using the Leveled Literacy Intervention system and Read Right with RTI teachers. Additional TPRI interventions will be provided through in class support. Students reading levels will be assessed at the beginning of the year to form groups. Progress in groups will be monitored and groups adjusted as needed based on data. Strategy's Expected Result/Impact: Student reading levels should increase earlier in the school year. Staff Responsible for Monitoring: Principal RTI Coordinator RTI Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	July	July
				








Strategy 3 Details	Reviews			
Strategy 3: Include a separate intervention time for each grade level in the master schedule to address the various learning needs of all students. This time will be called Level Up and each student will be working to move to the next academic level. Focus Level Up Intervention will have 2 sessions of 30 minutes each so students can work on both math and reading learning gaps. Students will have Level Up folders and use Education Galaxy Lift-Off and small group instruction to address the learning gaps. Strategy's Expected Result/Impact: The data will reveal the students who continue to struggle and the learning gaps will close. Staff Responsible for Monitoring: Principals Classroom teachers Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Continue to use of Education Galaxy to support all grades in reading and math with demonstration mastery of grade level standards. In addition to math and reading, 4th and 5th grade will have science support. Strategy's Expected Result/Impact: The continual practice and review of learning standards will help students achieve at higher rates throughout the year. Staff Responsible for Monitoring: Principals Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Continue the use of Lone Star Learning Target programs to spiral and review reading and math state standards throughout the year. Strategy's Expected Result/Impact: Student performance will increase on state assessments. Staff Responsible for Monitoring: Principals Instructional Facilitators Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				

Strategy 6 Details	Reviews			
Strategy 6: Continue with the implementation the use of Empowering Writer's curriculum to help students with expository and opinion writing all grades. Strategy's Expected Result/Impact: Student achievement in writing will increase to state average or above on 4th grade writing STAAR. Staff Responsible for Monitoring: Principals Facilitators Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
Strategy 7: Use district adopted computer support programs, IXL (math) and Lexia (reading), to close gaps of skills and accelerate learning in reading and math. Strategy's Expected Result/Impact: Students will complete all grade level skills specified in both programs. Staff Responsible for Monitoring: Principals Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Dec	Mar	July	July
				
Strategy 8 Details	Reviews			
Strategy 8: Implementation of HB4545 with an additional 30 hours of intervention for any students who did not meet expectation on Math or Reading STAAR. Strategy's Expected Result/Impact: Student learning gaps based on STAAR assessment data will be improved with intervention/tutoring support. Staff Responsible for Monitoring: Principal Interventionists Classroom Teachers	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Attendance rates will meet or exceed state standards.








Evaluation Data Sources: End of year attendance rate

Strategy 1 Details	Reviews			
Strategy 1: Instruction will be available to students quarantined temporarily after school to help students stay on track academically. Strategy's Expected Result/Impact: Students will stay up to date on classroom instruction regardless of instructional choice. Student attendance will be higher. Students will maintain progress in either instructional setting. Staff Responsible for Monitoring: Principals Teachers Attendance Secretary/PEIMS Secretary ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: During times where attendance begins to fall below the average we will have Homeroom Attendance Contest. A variety of Homeroom Attendance Contest will throughout the school year. Contest will be daily, weekly, monthly, or by 9 weeks. Attendance graphs will be used in a central location to provide a visual for students to see. Strategy's Expected Result/Impact: Increase campus-wide attendance rate from 96.5% to no less than 96.8%. Staff Responsible for Monitoring: Assistant Principal Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Truancy procedures will be followed. The appropriate letters, attendance contracts, parent meetings, student conferences, home visits and Saturday school assignments will happen at the appropriate times. Strategy's Expected Result/Impact: Reduction in truancy contributes to an increase in consistent student attendance. Staff Responsible for Monitoring: Assistant Principal, PEIMS Secretary, Counselor Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Improve Student Career and College Readiness

Performance Objective 2: Mastered grade level scores on State Assessments in Reading, Math, Writing, and Science will meet or exceed the State averages.




Evaluation Data Sources: STAAR Advanced scores






Strategy 1 Details	Reviews			
Strategy 1: Teachers will use small group instruction during class time to meet the needs of the struggling learners as well as challenge the advanced learners. Strategy's Expected Result/Impact: Teachers will increase the frequency of each small group instruction to help students close learning gaps. Staff Responsible for Monitoring: Principals Instructional Facilitators Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: All students will set goals and monitor progress using Student Data Notebooks. Strategy's Expected Result/Impact: Students will become more aware of their learning progress. Staff Responsible for Monitoring: Classroom teachers Principals Additional Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: College and Career exposure for all students in monthly college highlights, weekly announcements, and career day. Strategy's Expected Result/Impact: Students will be exposed to the various opportunities they will have as an adult and begin working toward those goals. Staff Responsible for Monitoring: Principal Teachers	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 1: The district will provide high quality staff development.







Evaluation Data Sources: T-TESS Evaluations and Walk-through Data

Strategy 1 Details	Reviews			
Strategy 1: Weekly PLC schedule will be utilized to allow teachers time each week to grow professionally as well as provide additional time to strategically plan. Strategy's Expected Result/Impact: Teachers will be better equipped to meet the growing needs of students as evidenced by an increase in T-TESS scores. Staff Responsible for Monitoring: Principals Instructional Facilitators Department Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: In addition to the PLC time daily, teachers will also have Common Planning Time with subject departments. Strategy's Expected Result/Impact: Lessons will be planned based on students needs from data and student achievement will increase and teacher morale will increase the allotted time to plan during the school day. Staff Responsible for Monitoring: Principal Department Leadership	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: In addition to PLC and Common Planning times, teacher will have an extended PLC (Teaching with Tenacity) schedule each quarter to review the upcoming grade level standards to teach. Strategy's Expected Result/Impact: Standards will be taught with rigorous lessons that address the depth of the content needed to be successful on state assessment. Staff Responsible for Monitoring: Principal Facilitators	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details	Reviews			
Strategy 4: Principal and Teachers will review teaching strategies for high expectations of all students using the book, Teach Like a Champion. Strategy's Expected Result/Impact: High expectation teaching strategies will be observed in classrooms Staff Responsible for Monitoring: Campus Principals Facilitators	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff








Performance Objective 2: The district will recruit, retain, and train fully certified and highly qualified administrators, teachers, and staff

Strategy 1 Details	Reviews			
Strategy 1: Assign Mentor teachers to every new teacher on campus. Strategy's Expected Result/Impact: New teachers will feel welcomed and have a person they can consult for help as needed. Staff Responsible for Monitoring: Principal Mentor Teachers	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Campus will begin an after school share time for teachers to come and share learning strategies that have been successful in their classroom. Strategy's Expected Result/Impact: Teachers will meet monthly or bimonthly to share ideas with each other. Staff Responsible for Monitoring: Principals Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
Strategy 3: Additional support and training provided by the new campus instructional reading facilitator and continue support from the district math facilitator. Strategy's Expected Result/Impact: Teachers will have a greater understanding of standards to teach when planning. Staff Responsible for Monitoring: Principal Facilitators	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs & Services

Performance Objective 1: Increase parental and community involvement.




Evaluation Data Sources: Sign In Sheets, CNA






Strategy 1 Details	Reviews			
Strategy 1: Communicate with families using the campus Remind 101, teacher Remind 101, Nash Monthly Newsletter. Strategy's Expected Result/Impact: Parents will be more aware of the events occurring at school which should increase family engagement. Parents will also be supported with additional information concerning the academic and social/emotional needs of their children. Staff Responsible for Monitoring: Principals Counselor Teachers	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to build PTO to help bring the parents and teachers together to help support students on campus. Strategy's Expected Result/Impact: Additional activities and opportunities will be offered to families increasing the involvement in school. Staff Responsible for Monitoring: Principals Teachers Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: We will provide two family events after school to give parents an opportunity to participate and observe the learning highlights of their students. Strategy's Expected Result/Impact: There will be a stronger partnership between school and family relationships. Staff Responsible for Monitoring: Principals Teachers PTO	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Improve Student Programs & Services

Performance Objective 2: Close the performance gap between All students and ELL and SPED students on campus.

Evaluation Data Sources: PBMAS







Strategy 1 Details	Reviews			
Strategy 1: LPAC Committee will meet at the end of each grading period to review progress of each ELL student and add additional interventions or accommodations as needed. Strategy's Expected Result/Impact: The targeted additional interventions will increase student performance. Staff Responsible for Monitoring: Assistant Principal LPAC Chairs Classroom Teachers Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Literacy instruction and additional vocabulary instruction will be incorporated into all content areas including visual supports for students. Strategy's Expected Result/Impact: The learning gap will begin to close for ELL and SPED students. Staff Responsible for Monitoring: Principals Instructional Facilitators Classroom Teachers Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Implement the use of additional content visuals and anchor charts into classroom instruction. Strategy's Expected Result/Impact: The learning gap will begin to close for ELL and SPED students. Staff Responsible for Monitoring: Principals Instructional Facilitators Classroom Teachers Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details	Reviews			
Strategy 4: We will use MAP Growth data to help create intervention plans to address learning gaps of all students including SPED and LPAC. We will use the Level Up time each day to address the learning gaps identified in the MAP Growth data. MAP Growth will be assessed 3 times a year: BOY, MOY, and EOY. Strategy's Expected Result/Impact: Students MAP Growth will increase each time students are assessed. Staff Responsible for Monitoring: Principals Facilitators Interventionists	Formative			Summative
	Dec	Mar	July	July
	 35%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs & Services

Performance Objective 3: Technology will be implemented throughout each classroom.




Evaluation Data Sources: Director of Technology
Principals
Usage Reports







Strategy 1 Details	Reviews			
Strategy 1: Each teacher will keep Google Classroom updated with in class instruction. Students will complete assignments in the Google Classroom. Strategy's Expected Result/Impact: Students will complete assignments in the Google Classroom. Staff Responsible for Monitoring: Principals Teachers	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Provide additional support and training for teachers in using the recent technology added to classrooms and computer software to support instruction. Strategy's Expected Result/Impact: Teachers will use technology and implement computer software based on a deeper understanding of how to use. Staff Responsible for Monitoring: Principal Facilitators Technology	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Provide a safe and orderly learning environment

Performance Objective 1: Provide a safe and orderly learning environment.

Evaluation Data Sources: CNA, PEIMS data

Strategy 1 Details	Reviews			
Strategy 1: Perform routine safety drills. Strategy's Expected Result/Impact: Safety procedures will be practiced so school will remain safe no matter the event. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Continue the implementation of restorative practices using Sanford Harmony curriculum for social/emotional support with meet ups and buddy ups. Strategy's Expected Result/Impact: Student behavior will improve causing a decrease in office referrals. Staff Responsible for Monitoring: Principals School Counselor Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for students to celebrate both academic and behavioral goals met throughout the school year with celebrations of the Weekly Campus Challenges. Strategy's Expected Result/Impact: Student motivation toward meeting academic and behavioral goals will increase . Staff Responsible for Monitoring: Principals Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details	Reviews			
Strategy 4: Implement the use of PikmyKid dismissal system to organize and maintain the dismissal process of students. Strategy's Expected Result/Impact: Dismissal will be safer and more time efficient with organized system to track all students. Staff Responsible for Monitoring: Principals Office Staff Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Students will participate in BASE education to learn computer safety as well as enforce social and emotional support. Student technology usage will be monitored through BARK and Classroom Relay. Strategy's Expected Result/Impact: Students technology usage will be safely monitored will at school. Staff Responsible for Monitoring: Teachers Principals Counselor	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Campus Funding Summary

Addendums

Kaufman Independent School District

Phillips Elementary

2021-2022



Public Presentation Date: October 18, 2021

Mission Statement

Mission Statement

KISD will equip students to become lifelong learners committed to academic excellence, integrity, responsible citizenship, and service to others

Campus Mission

Phillips Elementary motivates, inspires, and prepares all students for their bright futures by providing a fun, safe, positive learning experience.

Vision

Preparation. Purpose. Pride.

Goals

District and Campus Goals:

Goal 1: Improvement Student Achievement

Goal 2: Improve Student Career and College Readiness

Goal 3: Recruit, Retain and Train fully Certified and Highly Qualified Principals, Teachers, and Staff

Goal 4: Improve Student Programs and Services

Goal 5: Provide a Safe and Orderly Learning Environment

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Comprehensive Needs Assessment

Revised/Approved: October 1, 2021

Demographics

Demographics Summary

Phillips Elementary is an elementary campus that meets the unique needs of approximately 455 1st through 5th graders in our community. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. We are a Title 1 campus that houses 22 homeroom classes. Phillips students feed into Kaufman Junior High. Our ethnicity breakdown is 60% Hispanic, 36% White, 1.32% African American, .22% Asian, and 2.43% two or more races. 84% of our students are economically disadvantaged and 30% of our children are English Learners (ELs). We have 24 students identified as Gifted and Talented and 85 students identified as Students with Disabilities. The children with disabilities are served in Speech therapy and/or our Resource and/or Inclusion classrooms.

Attendance rates have remained steady over the years. Last year we had an attendance rate of 96.39%.

Phillips Elementary continues to place a high priority in employing a high quality, talented staff. Eleven new teachers were hired this year due to retirement and reassignment. Eight are veteran teachers and three are first year teachers.

Demographics Strengths

- Phillips continues to meet the needs of a growing economically-disadvantaged population
- Teachers continue to provide differentiated instruction to a diverse student population
- Phillips continues to improve the RTI process to address the needs of at-risk students
- Class sizes are at or below state ratio
- Supportive community with students and staff

Student Learning

Student Learning Summary

STAAR data from last year shows the significant impact that the pandemic had on learning. We are providing Accelerated Instruction to students that did not pass either the Reading or Math tests through our RTI classrooms or small group instruction in the classroom.

STAAR 3rd grade Math-49

STAAR 3rd grade Reading-51

STAAR 4th grade Math-55

STAAR 4th grade Reading-52

STAAR 4th grade Writing-51

STAAR 5th grade Math-78

STAAR 5th grade Reading-69

STAAR 5th grade Science-64

GO Time (Growth Opportunity) is scheduled for each grade level. Content instruction stops and targeted intervention is given to each student across all the grade levels.

Student Learning Strengths

- MAP testing to guide intervention
- Targeted GO-Time and Accelerated Instruction
- Growth Mindset Coach Book Study with teachers and students
- Lexia
- IXL
- Formative Assessments

School Processes & Programs

School Processes & Programs Summary

Teachers meet weekly with their departments to plan and collaborate in PLCs. Phillips procedures and guidelines are detailed in the Google Drive notebook. A Friday Focus is written weekly to communicate between teachers and administration.

All classrooms have flat screen TVs and chrome books that are paired with them. Six classrooms have Smart /Record-Ex panels. We have one to one device usage.

Phillips has 2 administrators, 1 counselor, 22 homeroom teachers, 2 special education teachers, 1 Diagnostician, 1 Dyslexia teacher, 1 PE teacher, 1 nurse, and 15 paraprofessionals/clerical.

School Processes & Programs Strengths

- Weekly PLC meetings and Planning Days in school calendar
- 1 to 1 student device ratio
- Friday Focus
- Safety plan and monthly drills
- Full time Instructional Facilitator on campus
- Mentoring program for new teachers
- Arrival and dismissal procedures

Perceptions

Perceptions Summary

The staff at Phillips continues to be committed to ensuring we provide a safe, secure and nurturing learning environment that provides students with a quality education and helps parents become part of the learning process. We hope that each and every child that walks our halls, leaves knowing that they matter, are valued, and hold worth. We work hard as a staff to meet the needs of each individual student.

We set our expectations high for academic success and focus on growth for every student. It is also our expectation that students will be good citizens at school and in the community. Parents are a vital component to the achievement and success of our students. We will have to continue to keep our parents involved despite not being able to have visitors in our building at this time due to the pandemic.

Perceptions Strengths

- Good staff relationships
- Book Vending Machine
- Magic Maze for sensory regulation
- National Reading Day/Book Character Parade
- PBIS Adventure tickets
- Sunshine Committee to boost morale
- Positive social media presence

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices



Goals





Revised/Approved: October 1, 2021






Goal 1: Improve Student Achievement

Performance Objective 1: By the end of 2021-2022 school year, Phillips Elementary's percentage of students in the aggregate and each subgroup will meet or exceed the state passing rate on each STAAR test by using instructional activities that are student centered and adhere to the TEKS.

Evaluation Data Sources: STAAR results, State Accountability Summary

Strategy 1 Details	Reviews			
Strategy 1: All classroom teachers will do a Data Dig quarterly to analyze their Common Assessment data on the Reading, Math, Writing, and Science tests and three times a year for MAP results. Strategy's Expected Result/Impact: Teachers will find three lowest performing TEKS on their Common Assessments and make plans to re-mediate/reteach. Staff Responsible for Monitoring: Administration Instructional Facilitators Classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: 1st-5th ELAR teachers will continue to implement a balanced literacy program with a targeted focus on writing utilizing the Empowering Writers curriculum. Strategy's Expected Result/Impact: Writing mechanics and craft will show improvement on the short answer response questions on STAAR. Staff Responsible for Monitoring: Administration Instruction Facilitators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				







Strategy 3 Details	Reviews			
Strategy 3: Continue to develop and and implement inclusionary practices for all Special education students, focusing on in class support. Strategy's Expected Result/Impact: Special Education students will make progress on IEP goals and state assessments Staff Responsible for Monitoring: Administration Special Education staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Grades 3-5 students will participate in the Fitnessgram in order to test overall fitness levels. Strategy's Expected Result/Impact: Students will improve from their beginning of the year markers when they conclude the year with their Fitnessgram testing. Staff Responsible for Monitoring: Administration PE teacher Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Selected students, grades 2-5 will participate in UIL academic teams to prepare for the district meet. Strategy's Expected Result/Impact: High achieving students will be challenged and make academic gains by their participation on teams. Staff Responsible for Monitoring: Administration UIL Coordinator Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
Strategy 6: 3rd -5th grade students will utilize opportunity 1 and opportunity 2 Interim Assessments this year to identify and target academic concerns before STAAR testing. Strategy's Expected Result/Impact: Improvement of STAAR results Staff Responsible for Monitoring: Administration Classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				

Strategy 7 Details	Reviews			
Strategy 7: 1st and 2nd grade teachers will use the Texas Primary Reading Inventory to screen students for Dyslexia and other areas of concern for readers. Strategy's Expected Result/Impact: Targeted instruction at the area of need Staff Responsible for Monitoring: Administration Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Improve Student Achievement

Performance Objective 2: By the end of 2021-2022 school year, the percentage of students approaching, meeting, and mastering grade level on state accountability will meet or exceed state average in all subjects for all student groups.







Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: All Students will participate in Reading and Math MAP testing three times a year. Strategy's Expected Result/Impact: Student growth will be emphasized and intervention will be targeted and implemented so students will meet the RIT goals each time they take their test. MAP data will predict STAAR data. Staff Responsible for Monitoring: Administration Instructional Facilitators Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in the Growth Mindset Coach Book Study with their teachers. Students will be taught monthly lessons on how to have a growth mindset. Strategy's Expected Result/Impact: Motivation and effort will increase and student achievement will be impacted on Lexia, IXL, Common Assessments, MAP and STAAR tests. Staff Responsible for Monitoring: Administration Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	July	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 1: Improve Student Achievement

Performance Objective 3: All 1st-3rd grade students will meet end of the year goals for Reading levels as measured by the EOY DRA scores.







Evaluation Data Sources: EOY DRA scores

Strategy 1 Details	Reviews			
Strategy 1: All 1st-3rd grade reading teachers will participate in the Reading Academy where they will become highly trained in the science of teaching reading, provide evidence-based literacy instruction, and promote critical thinking. Strategy's Expected Result/Impact: EOY DRA scores will be on target due to increase in teacher training. Staff Responsible for Monitoring: Administration Classroom teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Regular education students with the lowest DRA scores will be targeted in GO Time to attend Leveled Literacy Instruction daily in the Reading Interventionist's classroom. Strategy's Expected Result/Impact: DRA scores will improve and meet the EOY target goal Staff Responsible for Monitoring: Administration RTI teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Phillips Elementary will increase overall attendance rate by 1% so that additional learning loss will be avoided.

Evaluation Data Sources: PEIMS reports for attendance

Strategy 1 Details	Reviews			
Strategy 1: Maintain at least a 97% Campus Wide Attendance Rate using spirit sticks, certificates, and classroom incentives, and Quarantine Learning. Strategy's Expected Result/Impact: Attendance rate at 97% at end of year Staff Responsible for Monitoring: Administration Attendance Clerk Classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Quarantine Learning will be offered to students that are being quarantined due to Covid to recoup attendance while they are not present at school. Strategy's Expected Result/Impact: Attendance will be maintained and learning will continue for students on quarantine. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Goal 2: Improve Student Career and College Readiness







Performance Objective 2: Identify and provide intervention for At-risk students in the areas of academics and emotional well being.

Evaluation Data Sources: PEIMS records

Counselor referrals

DRA/Lexia data




Strategy 1 Details	Reviews			
Strategy 1: We will continue to implement Restorative Practices, adding circles and treatment agreements. Strategy's Expected Result/Impact: Students will learn to be accountable for their behaviors and the possible harm they cause. Increased positive school climate Staff Responsible for Monitoring: Administration Counselor Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Students will be able to address their sensory needs with our new Magic Maze. The maze contains 10 different activities that provide children with various types of sensory input. It is located in a less traveled hallway in the building. Strategy's Expected Result/Impact: -Increased engagement for students participating in the maze before instructional time Staff Responsible for Monitoring: Administration Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Students will participate in GO Time (intervention) during their daily schedule with their classroom teacher or interventionist. Teachers will provide small group instruction targeting Math skills, literacy needs with Lexia interventions, or guided reading. Strategy's Expected Result/Impact: Students will perform on grade level on DRA, Lexia, IXL, and Common Assessments. Staff Responsible for Monitoring: Administration Classroom teachers RTI teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				






Strategy 4 Details	Reviews			
Strategy 4: Students will participate in the BASE education program online for a Social Emotional Learning curriculum that targets a few of the following; COVID precautions, bullying, and cyber security Strategy's Expected Result/Impact: Decrease in bullying and safety of students online. Staff Responsible for Monitoring: Counselor Administration Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: To combat learning loss, supplies will be purchased with ESSER funds and awarded to teachers that wrote grants and were selected for funding. Strategy's Expected Result/Impact: Learning loss will be addresses and targeted with innovative resources. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Recruit, Retain, and Train Fully Certified and Highly Qualified Principals, Teachers, Staff

Performance Objective 1: Phillips will provide incentives, training, and working conditions conducive to recruiting and retaining a Highly Qualified staff.

Evaluation Data Sources: Phillips Elementary will increase in student achievement as teachers and paraprofessionals gain skills in teaching effectively.

Strategy 1 Details	Reviews			
Strategy 1: Continue to extend appreciation and recognition to staff through: Staff Shout-Outs on the Friday Focus, monthly celebrations, special notes, and little token gifts. Strategy's Expected Result/Impact: -Recognition of teachers/staff -Increased morale Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Each teacher will assume personal responsibility for their own instructional improvement through collaboration with department and administration regarding their Student Learning Outcome Goal. Strategy's Expected Result/Impact: Completion of targeted goals and each teacher's evidence of improvement in student outcomes Staff Responsible for Monitoring: Administration All Certified Staff evaluated under T-TESS Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will be given a 55 minute conference time to allow for PLC time weekly with administration and instructional support staff. Data digs, instructional practices, and staff development will be discussed during PLC time. Strategy's Expected Result/Impact: Students achievement will improve as a result of a targeted focus on student data and improving teacher craft. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				








Strategy 4 Details	Reviews			
Strategy 4: Each Monday will be "Motivational Monday" where staff members will be encouraged to wear motivational t-shirts with positive words and messages. Strategy's Expected Result/Impact: Positive school climate Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs and Services

Performance Objective 1: Phillips will cultivate a shared vision with all stakeholders in order to create a positive school culture and enhance academics.

Evaluation Data Sources: Parent/ Student Surveys






Academic growth across grade levels

Strategy 1 Details	Reviews			
Strategy 1: A book vending machine will be utilized to promote literacy. Strategy's Expected Result/Impact: 20 students per week will be given a coin to select a free book from the machine. Placing books in the hands of our students weekly will increase and promote literacy Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Students of the month will be awarded each month from nominations from teachers to encourage positive behavior and choices by all students. Strategy's Expected Result/Impact: Increased motivation and excitement around campus, posted on district Facebook. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: 5th grade students will participate in a Power Hour every Friday for enrichment. Strategy's Expected Result/Impact: Attendance will improve on Friday. Motivation and effort will improve throughout the week in order to attend their Power Hour class. Positive impact on students and teachers. Staff Responsible for Monitoring: Administration Power Hour Teachers Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs and Services

Performance Objective 2: Technology will continue to be integrated throughout the campus.







Evaluation Data Sources: Usage Reports

Strategy 1 Details	Reviews			
Strategy 1: Additional Record-Ex panels will be added to classrooms to engage students and enhance instruction. Strategy's Expected Result/Impact: Increased engagement in classroom instruction Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Improve Student Programs and Services

Performance Objective 3: Students in need of specialized services will be properly identified and served.




Evaluation Data Sources: SST data
RTI data








Strategy 1 Details	Reviews			
Strategy 1: 4th and 5th grade students that did not pass the Reading or Math STAAR test will be provided 30 hours of Accelerated Instruction for each subject failed. Strategy's Expected Result/Impact: Passing standard will be met after Accelerated Instruction is provided. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: 4th grade students that did not approach on STAAR will be pulled by the Math interventionist for Go Time. Strategy's Expected Result/Impact: Passing rate on 4th grade Math STAAR will improve from 49%. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs and Services

Performance Objective 4: Parent and community involvement will be prioritized.

Evaluation Data Sources: Parental surveys
Social media feedback.








Strategy 1 Details	Reviews			
Strategy 1: We will implement a Phillips Elementary Parents Remind to communicate with our families concerning important updates concerning COVID and school news. Strategy's Expected Result/Impact: Increased communication between home and school. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: PTO will continue to grow and recruit members as they try to enrich the campus for students and staff while adhering to Covid protocols. Strategy's Expected Result/Impact: Positive climate on campus Staff Responsible for Monitoring: PTO Board Administration Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Tuesday Folders will be sent home weekly with newsletters and notices from the office along with graded work in order to communicate with families in a more proficient and timely manner. Strategy's Expected Result/Impact: Increased communication back and forth between school and home and participation from families. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details	Reviews			
Strategy 4: Hispanic Heritage Month will be celebrated on campus with a Family Pinata contest, various activities, literature, music, and art that celebrates the Hispanic culture. Strategy's Expected Result/Impact: Hispanic students and community will feel valued and appreciated. Staff Responsible for Monitoring: Administration All staff Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Provide a safe and orderly learning environment.

Performance Objective 1: Phillips will provide a safe and orderly learning environment.




Evaluation Data Sources: PEIMS Discipline Report
Drill documentation
CNA

Strategy 1 Details	Reviews			
Strategy 1: We will utilize the Standard Use Protocol to ensure the safety of all. Drills will occur routinely. Strategy's Expected Result/Impact: A safe school, emergencies handled correctly and swiftly. Staff Responsible for Monitoring: Administration All Staff District Police Officers Students ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: We will encourage positive behaviors in students and/or classrooms through a ticket reward system. The Morning Mantra will be said daily and Adventure Tickets will be given for working hard and having a good attitude. Strategy's Expected Result/Impact: Log of incentives from the treasure tower and decrease in discipline referrals because children are making better choices and less disruptions at school. Staff Responsible for Monitoring: Administration All Staff Members Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: 5) A 5th grade student council will be selected by a committee consisting of teachers and administration. Students will be selected based on essay content, leadership qualities, and strength of character. They will serve throughout the building helping with announcements, selling spirit sticks, greeting students, and being ambassadors to new students. Strategy's Expected Result/Impact: Improved school climate and leadership capacity among our 5th grade students. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Provide a safe and orderly learning environment.

Performance Objective 2: Phillips will maintain compliance with state and federal laws and regulations.

Evaluation Data Sources: CIP formative review, CNA

Strategy 1 Details	Reviews			
Strategy 1: Complete Yearly CNA Strategy's Expected Result/Impact: CNA Summary Staff Responsible for Monitoring: Administration CIP Committee All Staff	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Evaluate and Monitor CIP Progress Strategy's Expected Result/Impact: Quarterly Meeting Minutes CIP Sign-Ins Staff Responsible for Monitoring: Administration CIP Committee	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Based upon our CNA and district data analysis and information these areas of need are identified:

- Increased student achievement on STAAR
- Campus wide intervention target of all SST students and any children showing gaps in their learning
- A school wide positive behavior incentive along with restorative practices
- Parent involvement opportunities
- Professional development
- Safe and secure school with a child friendly culture

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Phillips staff ends and begins the year with a growth mindset. We try to self reflect and make Phillips better. We brainstorm frequently trying to figure out how to get children to be successful. Parents and community members provide input at CIP meetings throughout the year. Every staff member on campus has had many opportunities to give their input in campus planning.

2.2: Regular monitoring and revision

The CIP team meets quarterly to review the campus plan and rate progress toward the goals and strategies.

2.3: Available to parents and community in an understandable format and language

Our campus plan is posted on the website for parents and the community to view.

2.4: Opportunities for all children to meet State standards

Phillips students have daily opportunities to meet state standards through all their core instruction. We use centers, small group, and whole group instruction. We use guided reading and guided math. We have an outdoor learning center, computer labs, and science labs for students to practice the standards taught in the classroom.

2.5: Increased learning time and well-rounded education

We have a master schedule and core subjects are given specific allotted times. Our schedule is tight and runs bell to bell. There is also time in every homeroom for restorative practices to focus on the emotional social needs of our students.

2.6: Address needs of all students, particularly at-risk

We focus on teaching all children but we also target those that are in particular need. Students participate in GO-Time daily where struggling students receive the needed intervention in Math and Reading.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

We distribute the Parent and Family Engagement policy at our Fall conferences with parents.

3.2: Offer flexible number of parent involvement meetings

Currently with the pandemic, our parent involvement is restricted to phone calls and limited visitors on campus during the day. PTO will help us host a few evening events for our families this year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Campus Funding Summary

Addendums

Kaufman Independent School District

Monday Elementary

2021-2022



Mission Statement

Monday Elementary

Vision

At Monday Elementary we strive to provide a strong academic, social and emotional foundation where all students value themselves and others.

Mission Statement

To support our vision, we will:

- Provide a positive environment where all students feel safe, welcomed and respected
- Expect academic success and growth for all students
- Encourage teamwork and open communication
- Create engaging learning experiences which require critical thinking
- Work cooperatively with each other and the community to establish a trusting partnership
- Develop authentic relationships which support family, home and school
- Celebrate diversity
- Allow students to make choices and decisions building leaders and life-long learners

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Monday Elementary houses approximately 450 1st-5th graders. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. Our Title 1 campus is 75.33% Economically Disadvantaged. The ethnicity of our campus is 58% Hispanic, 34% White, 4% African American. 25% of our children are Limited English Proficient (LEP) students based on IPT testing driven by the Home Language Survey forms. We have 6% Gifted and Talented students and 15% are identified as Special Education. The children with disabilities are served in our Resource or Inclusion classrooms. We also house the district's STEPS class for severe behavior students and the district's Life Skills class.

Demographics Strengths

- Low number of migrant students
- Class sizes are at or below state ratio

Student Learning

Student Learning Summary

Monday Elementary uses Lexia, DRA, District Common Assessments, IXL, Map testing and STAAR data to monitor academic progress. Below is a table depicting the comparison of our 2019 and 2021 STAAR data. We do not have EOY data from 2020 due to Covid-19. Beginning of the year diagnostics are still in progress. Below is the table showing our 2019 in comparison to 2021 STAAR data.

2019/2021	Approaches	Meets	Masters
3rd Reading	75/73	30/34	19/13
3rd Math	75/59	36/22	11/18
4th Reading	72/72	27/40	12/19
4th Math	69/80	40/51	24/33
4th Writing	53/63	1429	0/5
5th Reading	86/69	46/48	22/34
5th Math	96/65	62/40	46/20
5th Science	81/66	62/24	20/3

Student Learning Strengths

- 4th grade exceeded state standards in all content areas
- 3rd grade had more students Meet standards in 21 than 19
- 5th grade students increased in the number that reached Meet standards and Mastered standards in reading

School Processes & Programs

School Processes & Programs Summary

We began using the Fountas and Pinnel reading adoption for first and second grade in the 2020-21 school year. Third thru fifth grade use Pearson. District quarterly assessments are given to assess TEKS taught. This year we will have one benchmark assessment in March to assess strengths and weaknesses. However, we will have two interim assessments (Nov. & Feb.) for grades 3-5. We will use the Empowering Writers program for grades 1-5. Each student will have a writing portfolio with beginning, middle and end of the year writing samples. This portfolio will follow the student each year. We will implement math intervention to address gaps across grade levels.

We currently have 3 first grade classrooms and 1 bilingual first grade classroom. We house 4 second grade classrooms which are self-contained. One 2/3 ELAR teacher serves second and third grade bilingual students. Third grade is also self-contained this year with 5 classroom teachers. Fourth grade has one team containing an ELAR/Social Studies teacher and a math/science teacher. The other Fourth grade team is a three-way split with a Science/Social Studies teacher, Math teacher and an ELAR teacher. Fifth grade has one Science, Social Studies, Math, and ELAR teacher. Teachers have weekly planning PLCs with the campus instructional facilitators. Monday Elementary has a Google Drive folder where all procedures and routines are kept. A weekly newsletter goes out to the campus and district administration for constant communication.

Teachers have a flat screen TV in their classroom. We have 1 Ipad cart that is available for weekly check out by the teachers. First and second grade classrooms each have a touchscreen recordx. Grades 1-5 are equipt with a chromebook for each student.

Monday Elementary has 3 administrators, 1 counselor, 22 classroom teachers, 4 special education teachers, 1 Dyslexia teacher, 3 reading interventionists, 1 P.E. teacher, 20 paraprofessionals/clerical, 1 nurse. We house the behavior unit as well as the life skills unit.

School Processes & Programs Strengths

- Teachers work with instructional facilitators to create assessments that correlate with the appropriate student reading levels and adopted scope and sequence.
- Intervention teachers have begun a process for communicating student progress with the classroom teacher
- Math/Science facilitator has taken charge of providing opportunities for our students such as the 5th grade Sky Ranch trip.
- Recordx TV has been installed in all 1st and 2nd grade classrooms
- Weekly PLCs with instructional facilitators and principal
- Our district currently has a math/science and an ELAR instructional facilitator.
- Special Education teacher is included in professional development provided for classroom teachers
- Lexia computer program has been implemented
- IXL computer program has been implemented
- District has adopted the F&P reading program
- District has adopted the Pearson reading series
- Math and Reading Intervention

Perceptions

Perceptions Summary

Monday Elementary is a 1-5 campus. We have included a school creed with our mission statement and vision.

Monday Elementary will strive to promote a safe, engaging, supportive, positive environment with quality instruction that will enable students to become successful, responsible citizens. We will strive to create a sense of belonging, value, and importance for each of our students. We work to ensure the best educational experience we can provide to promote the health and welfare of each student. We teach the whole child.

The Monday Elementary "ROAR" school wide behavior program is utilized to promote Responsible, Respectful and Ready to learn behaviors. Good behavior is recognized school wide at the beginning of each month. Those students are rewarded with a certificate, painting their hand print on the wall, a picture, a treasure tower toy and a positive call home to parents.

Perceptions Strengths

- Teachers have avenues to share ideas through committees, PLC and administrator's open door policy
- Students are happily greeted daily by staff
- Teachers work with their teams and the instructional facilitators weekly to plan and share ideas
- Teachers are beginning to start after school programs
- Teachers participate in monthly vertical alignment meetings
- Teachers take learning walks in different grade levels and debrief with their own grade level
- Monday is implementing Learning Targets to focus instruction and student ownership

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data



- Community surveys and/or other feedback





Goals







Goal 1: Improve Student Achievement

Performance Objective 1: State assessment scores in all core areas will meet or exceed state standards for all student groups.

Evaluation Data Sources: STAAR
PBMAS

Strategy 1 Details	Reviews			
Strategy 1: All core content area teachers will participate in weekly planning meetings with campus instructional facilitators. Strategy's Expected Result/Impact: Students will continually increase their reading and math level and reach the end of the year expected target for each grade level through intentional planning and instructional execution. Staff Responsible for Monitoring: Classroom Teacher Instructional Facilitator Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Reading and math small group targeted intervention will be used with all struggling learners grades 1-5. Strategy's Expected Result/Impact: Teachers will meet with students daily using targeted and explicit intervention which will result in consistent reading and math level gains throughout the year. Each student will make at least one year's growth. Staff Responsible for Monitoring: Classroom Teacher Assistant Principal Lamb Allen Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				



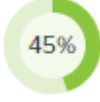
Strategy 3 Details	Reviews			
Strategy 3: First, second, and third grade bilingual classrooms will be assigned a paraprofessional specifically to work with Bilingual students to assist in classroom reading instruction. Strategy's Expected Result/Impact: Bilingual students will have specific times to work on the basics of the English language. This will further language development and reading ability. Bilingual students in grades 1-3 will make at least a year's growth. Staff Responsible for Monitoring: Classroom Teachers Margarita Garcia LPAC Committee Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: The campus will continue to monitor a data tracking system specifically to track reading progress of our LEP and SPED students. Strategy's Expected Result/Impact: Tracking data will promote targeted instruction for our ELL and special education students. Staff Responsible for Monitoring: Principal Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Teachers will participate in data analysis monthly with the campus principal and the instructional facilitators. Strategy's Expected Result/Impact: Students are placed in the appropriate group for maximum growth and support. Staff Responsible for Monitoring: Facilitator Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
Strategy 6: Team leaders will meet once a month for a vertical alignment PLC. Strategy's Expected Result/Impact: Monday Elementary will be vertically aligned academically in all subjects. This will provide the necessary building blocks to prepare students for each upcoming grade level and to fill in existing gaps. Staff Responsible for Monitoring: Administration Team Leaders Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				






Strategy 7 Details	Reviews			
Strategy 7: Special education teachers will be a part of general education PLC time. Strategy's Expected Result/Impact: Special and general education will function more as a team with the same goals and objectives. Staff Responsible for Monitoring: Classroom Teachers Special Education Teachers Instructional Facilitators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 8 Details	Reviews			
Strategy 8: Continue to implement the Learning Targets methodology to instruct students and teachers how to break down TEKS into small chunks and strategically focus on the day's learning. Strategy's Expected Result/Impact: Teachers will be more explicit and targeted with their instruction. Staff Responsible for Monitoring: Instructional Facilitators Administration 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	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Improve Student Achievement

Performance Objective 2: Percentage of students approaching, meeting and mastering grade level on state accountability will meet or exceed state average in all subjects for all student groups.

Evaluation Data Sources: STAAR
PBMAS

Strategy 1 Details	Reviews			
Strategy 1: All classroom teachers will provide writing instruction using the Empowering Writers curriculum. Strategy's Expected Result/Impact: The consistency across the campus will result in writing scores that are comparable or exceed state standards. Students will perform better on the 2022 STAAR than the 2021. Staff Responsible for Monitoring: Principal ELAR Facilitator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: The instructional facilitator will provide writing support and guidance through classroom observation and PLC to all classroom teachers. Strategy's Expected Result/Impact: Teachers will have immediate feedback and direction on all components of Writer's Workshop improving instruction. Staff Responsible for Monitoring: Reading Instructional Facilitator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: All students will be provided small group math support from either an interventionist, classroom teacher or paraprofessional. This is to address learning loss as well as grow all students. Strategy's Expected Result/Impact: Math small group assistance will be provided to all students resulting in more students moving from approaching to meets, from meets to masters in STAAR ratings. Staff Responsible for Monitoring: Math Facilitator Interventionists Classroom Teacher Administration Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details	Reviews			
Strategy 4: Students at or above grade level will attend daily enrichment classes during Tier Time. These enrichment classes will concentrate on math and science but will also address reading skills. Strategy's Expected Result/Impact: Move more students from meets to masters on STAAR. Staff Responsible for Monitoring: Paraprofessional Administration Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Monday Elementary will encourage and motivate high attendance rates, identify at risk students in need of intervention and strengthen home-school relationships.

Evaluation Data Sources: PEIMS reports for attendance

At risk data








MTSS data

Strategy 1 Details	Reviews			
Strategy 1: Students are encouraged to attend school on a regular basis through recognition and earned rewards, increasing instructional time. Strategy's Expected Result/Impact: Sustain at least a 97% Campus Wide Attendance Rate. Staff Responsible for Monitoring: Assistant Principal Attendance Clerk	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: ROAR winners are selected for positive behavior monthly. Strategy's Expected Result/Impact: Students will embrace the school wide behavior system. Staff Responsible for Monitoring: ROAR Committee Assistant Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Online Learning will be offered to students that are being quarantined due to Covid to recoup attendance while they are not present at school. Strategy's Expected Result/Impact: Students will miss less instruction. Staff Responsible for Monitoring: Online quarantine teacher.	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, Staff

Performance Objective 1: The campus will provide high quality staff development.









Evaluation Data Sources: Reading Academy Cohort Leader
Principal
Instructional Facilitators
Margarita Garcia

Strategy 1 Details	Reviews			
Strategy 1: Teachers in grades 1-3 will participate in the online Reading Academy. Strategy's Expected Result/Impact: Teachers will have the opportunity to learn the foundational skills required to teach students to read. Staff Responsible for Monitoring: Reading Academy Cohort Leader	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in an active book study "The Growth Mindset Coach." Teachers will deliver instruction to students monthly on developing a growth mindset. Strategy's Expected Result/Impact: Students will develop the mindset that they can learn new things that may appear difficult. Staff Responsible for Monitoring: Classroom Teacher Administration Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in quarterly "Teaching TEKS with Tenacity" extended PLCs with the instructional facilitators. Strategy's Expected Result/Impact: Teachers will examine the TEKS closely with a better understanding of how to teach them. Staff Responsible for Monitoring: Instructional Facilitators Administration Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, Staff

Performance Objective 2: The district/campus will recruit and hire fully certified and highly qualified administrators, teachers, and staff.








Evaluation Data Sources: Performance records.






Strategy 1 Details	Reviews			
Strategy 1: Monday Elementary will continue to seek out highly qualified and motivated staff. Strategy's Expected Result/Impact: Teacher will be more experienced and qualified to educate our students. Students will be more successful. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: New teachers to campus will be assigned a mentor. Strategy's Expected Result/Impact: Teachers will have immediate feedback, support and direction. Staff Responsible for Monitoring: Lead Teacher TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Encourage paraprofessionals to pursue a teaching career. Strategy's Expected Result/Impact: Provide various opportunities for paraprofessionals to participate in staff development and opportunities to explore the teaching experience. Staff Responsible for Monitoring: Administration Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Structure meaningful opportunities for staff to have a voice in campus instructional and/or operational decisions through service on committees of choice, curriculum and assessment input, and other campus related leadership opportunities. Strategy's Expected Result/Impact: Climate in the building will reflect collaboration and community. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs and Services

Performance Objective 1: Technology will be integrated throughout the district/campus.

Evaluation Data Sources: Lexia, IXL, Pearson, District Assessment Data


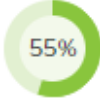
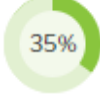

Strategy 1 Details	Reviews			
Strategy 1: Students will each be provided a device. Strategy's Expected Result/Impact: This will enable students to take the device home if needed to encourage student engagement while in quarantine. Staff Responsible for Monitoring: Classroom Teacher Online Teacher Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Students will continue to participate in online instruction through various programs such as Lexia and IXL. Strategy's Expected Result/Impact: Students will gain needed practice in reading and math skills. Staff Responsible for Monitoring: Classroom Teacher Administration Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Students will continue to take weekly and quarterly assessments online. Strategy's Expected Result/Impact: Students will be prepare to take online STAAR. Staff Responsible for Monitoring: Classroom Teacher Instructional Facilitators Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				






Strategy 4 Details	Reviews			
Strategy 4: First and second grade teachers will be further trained on classroom Recordx panels. Strategy's Expected Result/Impact: Students will have more opportunities for interactive learning. Staff Responsible for Monitoring: Classroom Teachers Technology Administration Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
	 10%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs and Services

Performance Objective 2: Students in need of specialized services will be properly identified and served.

Evaluation Data Sources: MTSS Data
Teacher Records










Strategy 1 Details	Reviews			
Strategy 1: Teachers will meet with the MTSS team once every six weeks to evaluate student progress. Strategy's Expected Result/Impact: Students in need of further support will be identified. Staff Responsible for Monitoring: MTSS Team Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: 4th and 5th grade students who did not approach on STAAR will be provided accelerated instruction in all subjects needed daily. Strategy's Expected Result/Impact: Gaps in instruction will be filled and students will be successful on the 2022 STAAR assessment. Staff Responsible for Monitoring: Classroom Teacher Administration Title I Schoolwide Elements: 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Third grade will be given additional support for small group math time. Strategy's Expected Result/Impact: Third grade STAAR scores will improve. Staff Responsible for Monitoring: Classroom Teachers Interventionists Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Appropriate assessment will be given and students monitored to identify GT students. Strategy's Expected Result/Impact: More GT students will be identified. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Dec	Mar	July	July
				

Strategy 5 Details	Reviews			
Strategy 5: SEL needs will be identified and students served in small groups or individually by the counselor. Strategy's Expected Result/Impact: One on one interviews with students to identify possible issues. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs and Services

Performance Objective 3: Parental and Community Involvement will be Prioritized.








Evaluation Data Sources: Teacher Conference Sheets

Strategy 1 Details	Reviews			
Strategy 1: Administration will send out a quarterly newsletter. Strategy's Expected Result/Impact: Keep parents informed of school and district happenings. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Monday Elementary will adopt a "Monday Folder" procedure. A schoolwide folder will be sent out each Monday with school information in it. Strategy's Expected Result/Impact: Parents will be informed of weekly happenings and student progress on a consistent basis. Staff Responsible for Monitoring: Classroom Teachers Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Monday Elementary will make weekly Facebook posts. Strategy's Expected Result/Impact: Parents will be aware of school happenings. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Provide a safe and orderly learning environment.

Performance Objective 1: Students will practice safety procedures throughout the campus.






Evaluation Data Sources: Teachers
Administration

Strategy 1 Details	Reviews			
Strategy 1: Students and staff are trained on appropriate procedures regarding Covid-19 and emergency building procedures. Strategy's Expected Result/Impact: Less injuries and illness. Staff and students are safe during emergency situations. Staff Responsible for Monitoring: Nurse Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Provide a safe and orderly learning environment.

Performance Objective 2: Provide Programs and Structures that Promote an Orderly Learning Environment







Evaluation Data Sources: All Staff

Strategy 1 Details	Reviews			
Strategy 1: Staff will continue to reward students for compliance with the schoolwide PBIS behavior plan. Strategy's Expected Result/Impact: An orderly learning environment is produced through consistent expectations. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Provide a safe and orderly learning environment.

Performance Objective 3: Provide Programs and Structures that Promote Social and Emotional Well-being

Evaluation Data Sources: Counselor Notes
Parental Feedback
Teacher Feedback

Strategy 1 Details	Reviews			
Strategy 1: Teacher-Student mentoring program. Strategy's Expected Result/Impact: Students feel connected and supported by a staff member at school. Staff Responsible for Monitoring: Counselor Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Monday Elementary will extend Restorative Practices by requiring all classrooms to participate in "Circle Up" time at the same time each morning, as a campus. Strategy's Expected Result/Impact: Class bonding and student acceptance. Staff Responsible for Monitoring: Classroom Teacher ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Campus Needs Assessment revealed the need for a school-wide vocabulary program. Also, inconsistency was found in the methodology of test taking strategies across grade levels. There is a need for slight revision and expansion of our SEL Restorative Practices program. Teachers would like to recognize student achievement and appropriate behavior more. Also, initiating after school programs and in-school enrichment opportunities is a need for all students. Addressing learning loss through additional supports is also a concern along with recouping attendance.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed with appropriate stakeholders. The team will meet in early November to review the plan.

2.2: Regular monitoring and revision

The campus improvement committee will meet three times a year to review progress and modify the plan as needed.

2.3: Available to parents and community in an understandable format and language

The plan will be posted on the district website for community viewing.

2.4: Opportunities for all children to meet State standards

There are many opportunities for all students to grow and meet standards. We maintain adherence to high academic standards and fidelity to the TEKS. Students are afforded remediation opportunities as well as enrichment during the school day. There is a universal time for each grade level to receive this instruction as needed.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.2: Offer flexible number of parent involvement meetings

We have several community activities throughout the year. Trunk or Treat, Bingo Night, Love of Learning, and Cinco de Mayo are all opportunities for the community to come out and interact with staff and students. We also provide weekly information sent out in a schoolwide Monday folder and a quarterly newsletter from the administration.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Campus Funding Summary

Addendums

Kaufman Independent School District
Helen Edwards Early Childhood Center
2021-2022



Mission Statement

At Helen Edwards, we strive to build a community that provides a safe, collaborative and supportive environment to foster a passion in everyone to become lifelong learners.

Vision

We learn.....whatever it takes!

Core Beliefs

1. We will make our classrooms a safe place.
2. We will welcome every student.
3. We will challenge our students to their fullest potential.
4. We will commit to having a servant's heart and positive attitude with our students, community and staff.
5. We will help our students and staff feel loved and encouraged daily.
6. We will commit to being flexible and open minded.
7. We will be 100% immersed in learning with our students.
8. We will be purposeful and intentional with planning our instruction.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Helen Edwards Early Childhood Center provides a unique learning experience for Pre-K and Kindergarten students that will enable them to establish a solid educational foundation and support their social-emotional needs. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. Enrollment has increased and we currently serve 453 students (273 Kindergarten, 6 ECSE Kindergarten, 169 Pre-K, and 11 ECSE Pre-K) with 14 sections of Kindergarten, 9 sections of Pre-K and 3 sections of Early Childhood Special Education (ECSE). We are a Title 1 campus that houses 4 sections of bilingual students (2 Kinder, 2 Pre-K), 3 ECSE units, and a Pre-K program. According to last year's data, we have 83% Economically Disadvantaged children. Our demographic breakdown includes; 57% Hispanic, a 2% increase, 33% white which is a 3% decrease, 5% African American, a 1% increase, .5% Asian with a .2% decrease compared to last years data and 5% with two or more races. Based on the Pre Las Assessment that is driven by the Home Language Survey forms, 26% of our students are Emergent Bilingual (EB), which is a 2% increase from last year. Our students that are identified at-risk has decreased to 16%. Our students with disabilities are served either in our Inclusion, Resource or ECSE classrooms.

Student Demographics 2021-2022 as of September 21, 2020

- 431 Students; 258 in Kindergarten, 153 in Pre-K, and 20 in ECSE
- 236 Hispanic (55%), 153 White (36%), 18 African American (4%), 3 Asian (.7%), 21 Two or More Race (5%)
- 220 males (51%) and 211 females (49%) students
- 53 SPED (38 male, 14 female), 33 Speech, 3 OHI, 6 Autism, 2 OI, 1 ED, 5 noncategorical, 2 VI, 1 DHH

Staff Demographics 2021-2022 as of September 20, 2021

- 66 staff members
- 31 Certified Teachers (15 Kindergarten, 9 Pre-K, 3 ECSE, 4 other capacities)
- 2 Administration, 1 Diagnostician, 1 Speech Pathologist, 1 School Nurse, 29 Support Staff, 1 counselor
- 17 Hispanic and 48 White, 1 African American
- 1 males and 65 females

Demographics Strengths

- Enrollment numbers have gradually increased over the past 5 years; however, our enrollment slightly decreased last year due to COVID. This year, our enrollment numbers are back up to an average range.
- Kindergarten bilingual class has a modified schedule with a certified ESL teacher for targeted reading instruction, with small groups.
- We have 4 certified bilingual teachers (2 Kindergarten, 2 Pre-K) to serve the high percentage of bilingual students.
- For the 2021-2022 school year 84% of our certified teachers are ESL certified.
- We have 3 certified ECSE teachers that serve our students who qualify with special needs and services.
- Campus Diagnostician is housed on campus.
- Through our Pre-K program, we are able to enroll at-risk 4 year old students to better prepare them for Kindergarten.

- Our campus has added a kindergarten ECSE classroom to help serve the increasing needs of our 5 & 6 year old students who qualify for this program.
- We have restructured our 3 year old ECSE program so that students stay for 4 hours per day.
- We have an additional BAU aide to target behaviors in the general education classrooms.

Student Learning

Student Learning Summary

Texas Public Education Information Resource (Tpeir) helps track Kindergarten Programs and Kindergarten Readiness for Texas public schools. The following percentages indicate Kindergarten Readiness derived from data used from Texas Primary Reading Inventory (TPRI).

Texas Public Kindergarten Readiness	2016-2017	2017-2018	2018-2019	2019-2020
Total Number of Students Tested	193	252	282	273
Total Number of Students Kindergarten Ready	98 (50.8%)	126 (50%)	151 (53.5 %)	174 (63.7%)

According to the EOY 2021 Fountas and Pinnell Benchmark Assessment.

- Kindergarten; 83% of students were reading on grade level (D) This is an 7% decrease from the 2018-2019 school year.
- Kindergarten; 69% of students were reading above grade level (E+) This is a 11% decrease from the 2018-2019 school year.
- Kindergarten Bilingual; 81% of students were reading on grade level (D) This is a 7% increase from the 2018-2019 school year.
- Kindergarten Bilingual; 70% of students were reading above grade level (E+) This is a 11% increase from the 2018-2019 school year.

Student Learning Strengths

- Provide high-quality, balanced literacy programs for all students
- Implementing Guided Reading with every child daily
- Supplement curriculum with Saxon Phonics direct instruction and Learning Witout Tears for correct letter formation
- Data driven small groups based off TX-KEA/CIRCLE, Lexia, OLSAT
- Writer's Workshop with supplemental
- Lexia web based program to target Reading Skills and Intervention
- Texas Go Math & Science Fusion online resources
- IXL on-line math program
- Weekly PLC meetings and individual teacher Data Meetings
- Purposeful and strategic RTI program for struggling learners
- ABC Boot camp for Kindergarten and Pre-K program

- Shared Reading in all classrooms
- Increased attendance and experiential learning experiences in Bilingual Summer Reading program

School Processes & Programs

School Processes & Programs Summary

Helen Edwards has 2 administrators, 1 Diagnostician, 1 counselor, 26 homeroom teachers, 1 special education teacher, 1 Art/Music aide, 1 PE teacher, 1 Science/Social Studies teacher, 1 Dyslexia/RTI teacher, 1 nurse and 29 paraprofessionals/clerical. We have 11 new staff members this year. The average years experience spent with Kaufman ISD as a district is 7.7, Helen Edwards teachers average 6.2 years experience with Kaufman ISD.

The past six summers, teachers have revised and updated our ELAR scope and sequence curriculum for Pre-K and Kindergarten. The kindergarten Math Planning Team also updated and organize their scope and sequence along with academic vocabulary and suggested resources. We are entering the third year with our ELAR adoption, Fountas and Pinnell. The kindergarten department unanimously agreed to incorporate Saxon Phonics to deliver explicit phonics instruction for the 2021-2022 school year. Our ELAR planning team developed a writing rubric to show growth based on the TEKs that are reflected each quarter on their reportcard.

Our campus will continue to learn and grow true Professional Learning Communities for each pod. Following the Plan for Learning process, our teachers will continue to gain a better understanding of their standards (clarity, specificity, and depth of knowledge) along with disaggregating their own data and manipulating the campus data board. Establishing a campus PLC is a process and will take several years to grow.

We are excited to grow our New Teacher Academy for all teachers new to Helen Edwards. This two day training program focused on our district and campus vision, mission and goals. Our new teachers learn about programs that are specific to Helen Edwards (SST, Counseling), daily procedures and operations of our campus and specific curriculum and instructional programs for their grade level. As the year continues, our assistant principal will continue to meet with our mentors and mentees as a way to support, grow and develop our staff as instructional leaders.

Our campus is utilizing the Sanford Harmony ESL curriculum daily in each classroom. Each morning, our campus administrator introduces the topic of discussion and encourages teachers to share pictures or short video clips as appropriate. As a tier 3 intervention, our school counselor and BAU aide leads a social-emotional learning group to help support social skills, compliance and learn self-regulation strategies.

Our campus has several new programs that we are using to support the changing requirements from both state and local agencies. Such programs include: Title 1 Crate for compliance of Title 1 schools, Data Suit from Region 10 to help analyze and disaggregate student data, Edgenuity for both RTI and LEP compliance, Scooter Skunk for internet and cyber student training, Sanford Harmony for social-emotional curriculum, Multi-Tier System Support for RTI, and Pre-LAS Assessment for student identification of LEP program.

School Processes & Programs Strengths

- Established system for staff recruitment through on-line postings from Frontline and LEA intranet site.
- Campus and district level committees for staff feedback and recommendations.
- Curriculum Audit feedback system from teachers to gauge effectiveness and fidelity of curriculum.
- Established process (identifying, submitting, collaboration, and documentation) for MTSS program.
- Use of data from Lexia, TX-KEA/CIRCLE, and F&P Benchmark Assessment kit to drive MTSS and Data meetings.
- Continually keep technology update and purchase of new teacher and student computers, instructional programs, and 21st Century Learning through STEAM Lab.
- Staff book studies that improve leadership skills, relevant classroom practices and supports personal growth.
- Establish a visionary teams to update campus mission and vision statement along with collective commitment statements

Perceptions

Perceptions Summary

Helen Edwards has an overall positive school climate for staff, students, parents and community stakeholders. Customer service is a top priority, especially in the front office, as we welcome and greet our students and visitors. Our campus grounds and exterior building area is well kept and groomed for a welcoming curb-side appeal. Our campus mission statement has been updated and will be prominently displayed. We have well established community partnerships and work close with these agencies through-out the year for various projects and parent meetings. Prior to COVID, we established a committee of local childcare facilities to partner with as a local community out-reach program.

Our campus values building character, teaching morals, and leading by example for our students. We want to help build family relations both between and within our school. We believe that children learn through play, communicating, and building trusting relationships. Our students are the most important resources we have for the future of our community.

Our campus has worked closely with the KISD Police Department and the KISD Transportation department to make drop-off and pick-up easier, safer and faster for our parents and community members. We have received an enormous amount of positive feedback with this adjustment as dismissal takes approximately 15 minutes. We have also partnered with the KISD Police Department so that they are present and on campus with our students. Police officers enjoy reading to our students and creating a positive relationship on campus.

Perceptions Strengths

- Several parents have commented that they like how we welcome our students and make them feel welcomed
- Morning greeters and music playing as staff and students enter the building
- Multiple forms of communication through social media (Remind, FB, Quarterly Parent Letters, etc)
- Annual art show and book fair
- Latino Literacy Program
- A campus based Parent Center with resources and opportunities for parents to help at school
- Family Engagement activities and workshops
- Parent conference per semester
- Bilingual home visits
- Community outreach projects with McTeacher and Family Fun Night with the City of Kaufman

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Support Systems and Other Data



- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data




Goals




Goal 1: Improve Student Achievement






Performance Objective 1: STATE ASSESSMENT Reading, Math, Science, and Social Studies scores will meet or exceed Recognized standards for all student groups. All student groups in Pre-K will be Kindergarten Ready based on BOY TX-KEA scores. All student groups in Kindergarten will read on grade level based on EOY Fountas and Pinnell Reading Benchmark Assessment.







Evaluation Data Sources: Final STAAR data analysis, EOY TX-KEA and CIRCLE data analysis, Fountas and Pinnell Reading Benchmark Assessment, Lexia progress reports

Strategy 1 Details	Reviews			
Strategy 1: Kindergarten teachers will measure students' reading levels and reading behaviors three times a year using the Fountas and Pinnell Reading Benchmark Assessment and use data to target instruction. Strategy's Expected Result/Impact: Student reading levels will increase throughout the year. Goal is to reach level E for kindergarten. Staff Responsible for Monitoring: Administration Classroom Teachers Reading Instructional Facilitator Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Students will meet the recommended time and units on Lexia according to their progress report. Strategy's Expected Result/Impact: Student reading skills will improve each month resulting in increase Lexia scores and increase TX-KEA scores. With improved reading skills, reading levels should also increase. Staff Responsible for Monitoring: Administration Classroom Teacher Computer Lab aide Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				

Strategy 3 Details	Reviews			
Strategy 3: All pre-k teachers will attend curriculum trainings that support the understanding and implementation of their new pre-k curriculum and programs. Strategy's Expected Result/Impact: Students will receive high quality lessons that follow the curriculum and support student student learning and growth. Staff Responsible for Monitoring: Administrators Planning Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Targeted MTSS instructional block for all students, especially our EB students through Spanish support. Continue to offer opportunities for non-linguistic representations, use different learning modalities and ELPS strategies. Strategy's Expected Result/Impact: Students should show growth on their progress monitoring data in our MTSS meetings, which would result in growth of Lexia data, TX-KEA scores, and overall reading level with the English language. Staff Responsible for Monitoring: Administration Classroom Teachers Reading Coach/MTSS teacher MTSS bilingual aide Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Combine Zoophonics with ABC Boot Camp in our Pre-K program with an estimated 4 rotations per school year. Strategy's Expected Result/Impact: Increase knowledge of letter identification and letter sounds by the end of the school year to meet Pre-K standards. Staff Responsible for Monitoring: Administration Pre-K Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				

Strategy 6 Details	Reviews			
Strategy 6: Provide high-quality targeted instruction for special education students in their Resource classroom who qualify for additional support in ELAR and writing. Strategy's Expected Result/Impact: Students pre-reading skills, phonemic awareness and print awareness will strengthen to support the process of reading and comprehension while staying healthy and safe. Staff Responsible for Monitoring: Administration Resource teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
Strategy 7: Successfully implement the entire Saxon Phonics program (explicit instruction and consumables) with our newly adopted ELAR curriculum (Fountas and Pinnell) with fidelity in the kindergarten classrooms. Strategy's Expected Result/Impact: Students will gain a better working knowledge of phonological awareness that will support their decoding and encoding skills in reading and writing. Staff Responsible for Monitoring: Principal ELAR Planning team ELAR Instructional Facilitator Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 8 Details	Reviews			
Strategy 8: Intentional focus in the area of writing with strategic support from Empowering Writers, training and implementing the student rubric that was designed last year to help combat learning loss. Strategy's Expected Result/Impact: Authentic writing with independent ideas, age appropriate grammar and sentence structure so that student progress and growth can be measured quarterly. Staff Responsible for Monitoring: Administrator ELAR Instructional Facilitator Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				



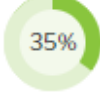
Strategy 9 Details	Reviews			
Strategy 9: Support our bilingual students who lack connectivity or electronic devices by providing students with a Onetab learning device that support K-2 learning in reading, writing and math while supporting the development of the English language. Strategy's Expected Result/Impact: Increased learning time for our bilingual students at home so that we can see an overall increase in learning based on EOY TX-KEA, report card testing and reading levels. Staff Responsible for Monitoring: Administration District Bilingual Coordinator Bilingual Teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 10 Details	Reviews			
Strategy 10: Establish a strong on-line presence through Google Meets to serve our students who are temporarily quarantined with synchronized, engaging lessons. Students will have access to face to face lessons and instruction. Strategy's Expected Result/Impact: Students will attend class daily and participate in the same level of instruction as in-school learners. Their academic progression will be closely monitored. Staff Responsible for Monitoring: Central Office Administrators Campus Administrators On-line teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 11 Details	Reviews			
Strategy 11: To help close the COVID-19 learning gap, students will meet in their guided reading groups everyday, no matter their instructional reading level. Strategy's Expected Result/Impact: 90% of our students will reach an instructional reading level of "D". 80% of our students will reach an instructional reading level of "E". Staff Responsible for Monitoring: Administrators Teachers Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				

Strategy 12 Details	Reviews			
Strategy 12: Implement Learning Without Tears Handwriting program campus wide to emphasize correct pencil grip, letter formation and handwriting skills. Strategy's Expected Result/Impact: Student's fine motor skills will improve along with handwriting and forming letters correctly. Staff Responsible for Monitoring: Administrators, instructional facilitators, teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Dec	Mar	July	July
				
Strategy 13 Details	Reviews			
Strategy 13: Provide targeted instruction with common language vocabulary for all bilingual students through Little Sponges on-line learning. Progress monitoring system will help guide usage and student progress. Strategy's Expected Result/Impact: Increase social vocabulary and basic understanding of the English language. This will translate over into improved reading and writing skills for our students. Staff Responsible for Monitoring: Bilingual Coordinator Bilingual Teachers Administrator Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Improve Student Achievement

Performance Objective 2: State Accountability Level III Advanced performance standards will be met in Reading, Math, Science, and Social Studies for all student groups. Students at Helen Edwards will have opportunities to participate in activities/projects that support advanced performance standards.

Evaluation Data Sources: Final STAAR data analysis, EOY TX-KEA and CIRCLE data analysis, Lexia progress Reports, IXL progress reports




Strategy 1 Details	Reviews			
Strategy 1: Through strategic scheduling, organize an accelerated reading program to advance and challenge higher readers through project-based learning. Strategy's Expected Result/Impact: This will provide more students an opportunity to participate in project-based learning and increase academic exposure, expectations and learning experiences outside the classroom. Staff Responsible for Monitoring: Administration Counselor Classroom teacher Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Principal-Student Book Club to create a positive shared experience of reading and to help build student's personal libraries at home. Strategy's Expected Result/Impact: Positive feedback from students and parents. Increased number of personal books for students to read at home. Staff Responsible for Monitoring: Administrator Librarian Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Students will receive a book on their birthday to help increase the number of personal books at home and exposure to various genera of text. Strategy's Expected Result/Impact: Positive feedback from students and parents. Increased number of personal books for students to read at home. Staff Responsible for Monitoring: Administrator Librarian Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				










Strategy 4 Details	Reviews			
Strategy 4: Implement IXL program to support and supplement math skills in the classroom. Strategy's Expected Result/Impact: Students will gain a broader depth of knowledge in the taught math skills. Staff Responsible for Monitoring: Administration Teachers Computer Lab Aide Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
	✗	✗	✗	
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Completion rates, attendance rates, and dropout rates will meet or exceed state standards. Helen Edwards will encourage and motivate high attendance rates.

Evaluation Data Sources: PEIMS reports for attendance and at risk along with SST data



Strategy 1 Details	Reviews			
Strategy 1: Maintain a minimum of 96% campus wide attendance rate (in-school and at-home) using rewards for perfect attendance. Strategy's Expected Result/Impact: More exposure to literacy, writing and math skills for better understanding and development. Staff Responsible for Monitoring: Administration Attendance Clerk Classroom teacher Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Implement and maintain district truancy standards for our campus. Strategy's Expected Result/Impact: Decreased absences and tardies to maintain a minimum of 96% attendance rate. Staff Responsible for Monitoring: Administration Attendance Clerk Counselor Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Increase parental awareness between academic success and student attendance/tardies through Title 1 parent video, quarterly newsletters, and visual signs in the front of our campus. Strategy's Expected Result/Impact: With increase awareness, we should see less absences and tardies on Skyward and Raptor reports. Staff Responsible for Monitoring: Administration Front office staff Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				







Strategy 4 Details	Reviews			
Strategy 4: Provide and promote various opportunities for students to explore college and career ideas beyond high school graduation such as College Day and Job Day through community helpers with Kidsville Teacher. Strategy's Expected Result/Impact: Exposure and interactions with local community helpers as they learn about their role within our community. Staff Responsible for Monitoring: Administrator Classroom teacher Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Establish that all staff to make phone calls home once students are absent for two consecutive days, especially with such a heightened awareness of COVID-19 symptoms. Strategy's Expected Result/Impact: Increase attendance rate, increase in academic scores Staff Responsible for Monitoring: Nurse Teachers Attendance Clerk Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
Strategy 6: Combine Parent Information Night with Meet the Teacher Night to inform the school community of policies and procedures with videos in both English and Spanish. Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Improve Student Programs & Services

Performance Objective 1: Technology will be integrated throughout the district. Helen Edwards will maintain and integrate technology throughout the campus to allow exposure to various devices and programs.

Evaluation Data Sources: Campus Needs Assessment, Technology inventories



Strategy 1 Details	Reviews			
Strategy 1: Continue to find ways to utilize new Chrome books that were provided by the district for at-home and in-school learning. Strategy's Expected Result/Impact: All quarantined students will have access to internet connectivity will have a device to use for on-line learning. In-school learners will have increased access to Lexia, IXL and Raz Kids for extended learning. Staff Responsible for Monitoring: Administration Campus Technology Coordinator Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Bilingual students will have access to a portable learning device called Onetab that will allow them access to k-2 curriculum at home but without internet access. Strategy's Expected Result/Impact: Increase exposure to grade-level curriculum to enhance at-home learning that supports acquiring the English language for our bilingual students. Staff Responsible for Monitoring: Administration Campus technology coordinator Bilingual teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				




Strategy 3 Details	Reviews			
Strategy 3: Continuous staff technology/on-line program training that supports campus programs, Google suite and on-line learning. Strategy's Expected Result/Impact: Increased use of technology by staff and students that supports on-line student learning. Staff Responsible for Monitoring: Administration Campus Technology Coordinator On-line and Classroom teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Provide specialized training for all classroom teachers over Recordex Panels for classroom instructional use. Strategy's Expected Result/Impact: Teachers will be able to access and utilize all components of the Recordex Panels to enhance their classroom instruction. Staff Responsible for Monitoring: Administrator, District Technology Department, Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
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



Goal 3: Improve Student Programs & Services

Performance Objective 2: Students in need of specialized programs and services are properly identified and served. Helen Edwards is dedicated to properly identifying and serving students who qualify for specialized programs.

Evaluation Data Sources: SPED records, student performance on IEP, PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Identify and serve students with social/emotional needs in appropriate setting and through the use of compliance training, practice academies, and/or applied behavior analysis strategies. Strategy's Expected Result/Impact: Through specific training, students will learn appropriate social behavior and responses. This will decrease referrals and increase social development and instructional learning. Staff Responsible for Monitoring: Administration District Behavior Specialist Special Education Teacher Counselor BAU aide Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Students who are identified as Emergent Bilingual students will have the opportunity to attend our Summer Bilingual Reading Program, have access to transportation and attend local field trips (if approved by the district) during the summer. Strategy's Expected Result/Impact: Our bilingual students will have an extended opportunity to build vocabulary, understand syntax and acquire language acquisition of the English language. Staff Responsible for Monitoring: Administration District Bilingual Coordinator Bilingual teachers and staff Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Dec	Mar	July	July
				












Strategy 3 Details	Reviews			
Strategy 3: Support and train new staff that works with students in specialized programs such as ECSE, Sped and LPAC. Strategy's Expected Result/Impact: Program organization and management is efficient, effective and personnel feels supported. Staff Responsible for Monitoring: District level personnel with Sped and Bilingual Campus Administration Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Establish a kindergarten ECSE classroom that supports grade-level academics while incorporating social-emotional support and compliance training. Strategy's Expected Result/Impact: Students will comply with teacher requests and self-regulate their emotions/behaviors which will then allow them to focus on grade-level academic learning. Staff Responsible for Monitoring: Administrator Special Education Director ECSE teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Incorporate a small motor lab area in our 3 year-old ECSE classroom to allow for more opportunities of gross motor movement, sensory input opportunities and self-calming techniques. Strategy's Expected Result/Impact: Students will receive appropriate sensory needs that will allow for calming, learning and social skills development. Staff Responsible for Monitoring: Administrator Special Education Director ECSE Teacher	Formative			Summative
	Dec	Mar	July	July
				

Strategy 6 Details	Reviews			
Strategy 6: Adjust our ECSE program so that we gradually incorporate a 1/2 day 3 year-old program. Students will attend 4 hours (full-day funding) to include 3 hours of academics, 30 minutes of recess and a 30 minute lunch. Strategy's Expected Result/Impact: Language development, social skills, personal care, academic learning and emotional growth. Staff Responsible for Monitoring: Administrator Special Education Director PEIMS Coordinator Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Improve Student Programs & Services

Performance Objective 3: Parental and community involvement will be encouraged. Parents and community stakeholders are encouraged and invited to be actively involved on campus.






Evaluation Data Sources: Parent surveys/feedback, Raptor reports




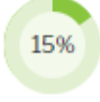




Strategy 1 Details	Reviews			
Strategy 1: Updated a Parent Engagement Plan that supports the 6 dimension of the High Quality Pre-K program that is also in compliance with our district's COVID guidelines. Strategy's Expected Result/Impact: See increase parent participation each month with programs and activities. Staff Responsible for Monitoring: Administration Teachers/Staff Parents Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Meet with campus level decision making committee on ways to involve parents within our school but that also follows our district COVID-19 guidelines. Strategy's Expected Result/Impact: Parents will feel more informed, included and safe to participate in campus events as appropriate. Staff Responsible for Monitoring: Administrator CEIC Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Host optional after-school activities and events to reengage parent activities, support groups and campus event. Examples: Family Fun Run, Family Fun Night, Christmas Play, Circus, etc. Strategy's Expected Result/Impact: See increased parent participation with after school events and activities. Staff Responsible for Monitoring: Administrator, CEIC Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Improve Student Programs & Services

Performance Objective 4: District will maintain compliance with state and federal laws and regulations. Helen Edwards will maintain compliance with state and federal laws and regulations.

Evaluation Data Sources: PBMAS reporting, safeguards, CIP formative review, Campus Needs Assessment review,




Strategy 1 Details	Reviews			
Strategy 1: Keep accurate SPED records and comply with time lines to assess, evaluate, and notify parents. Strategy's Expected Result/Impact: PBMAS reports will reflect accurate information so administration can use data with fidelity. Students with special needs will receive proper and timely services as stated in their IEP. Staff Responsible for Monitoring: Administration Special Education Department Special Education teacher ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Provide all educational providers with current IEP documentation and ensure compliance, including applicable modifications. Strategy's Expected Result/Impact: Staff will have copies of their student's IEP and implement their modifications as specified. This will improve learning for students and progression towards their IEP goals. Staff Responsible for Monitoring: Administration Special Education Department Special Education teacher ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Bilingual and Translating Training to ensure accurate and reliable interpretation. Strategy's Expected Result/Impact: Parents will feel more comfortable during ARDs and confident that information is being translated correctly. ARD paperwork will be accurate and reliable. Staff Responsible for Monitoring: Administration Bilingual / ELL Department Bilingual interpreters ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				






Strategy 4 Details	Reviews			
Strategy 4: Complete yearly Campus Needs Assessment. Strategy's Expected Result/Impact: Identify areas/programs on our campus that we could improve. All staff members feel heard and apart of the campus improvement process. Staff Responsible for Monitoring: Administration CNA committee All staff ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Evaluate and Monitor Campus Improvement Plan. Strategy's Expected Result/Impact: See continued improvement and results around our campus. Continue to stay focused on campus goals. Staff Responsible for Monitoring: Administration CEIC committee / CIP committee ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
Strategy 6: Comply with new state MTSS requirements for our students. Strategy's Expected Result/Impact: Increase student achievement with phonemic awareness, pre-reading skills and reading levels. Staff Responsible for Monitoring: Administrator Counselor Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
Strategy 7: Update and manage Title 1 Crate to help store and document Title 1 Compliance. Strategy's Expected Result/Impact: Campus and district will maintain compliance as a Title 1 campus. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 1: The district will provide high quality staff development. Helen Edwards will provide high quality staff development.

Evaluation Data Sources: Region 10 PD surveys, staff feedback




Strategy 1 Details	Reviews			
Strategy 1: Expand our New Teacher Academy so that it extends through out the course of the school year to support the needs of both new teachers and their mentors. Strategy's Expected Result/Impact: New teachers will have designated times through out the school year to learn about the campus, curriculum and academic expectations for students while gaining administrative support. Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Select seasoned support staff in our pre-k program for them to attend a Region 10 training through the Early Childhood Program for specific pre-k aide training. Strategy's Expected Result/Impact: Invest in our committed, season staff for enriching and applicable training. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Restructure our after school staff meetings so that we "flip" our staff information meetings to a video session that can be viewed by staff members during the course of a specified week so that we can utilize designated time after school for mini professional development opportunities based on the needs of the campus and staff. Strategy's Expected Result/Impact: Increase staff training, knowledge and support through after school "mini" PD sessions. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				






Strategy 4 Details		Reviews			
Strategy 4: Establish campus "Learning Walks" for classrooms teachers. Teachers will observe at least one teacher/class per semester to gain ideas, learn new techniques and observe model lessons. Strategy's Expected Result/Impact: Increase opportunities for continued professional growth and staff leadership. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture		Formative			Summative
		Dec	Mar	July	July
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 4: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 2: The district will recruit, retain, and train fully certified and highly qualified administrators, teachers, and staff. Helen Edwards will provide staff with training, materials and instructional resources to help recruit and retain fully certified and highly qualified staff.

Evaluation Data Sources: T-TESS, T-PSS, retention rates

Strategy 1 Details	Reviews			
Strategy 1: Structure meaningful opportunities for staff to have a voice in campus instructional and/or operational decisions through service of committees of choice, curriculum and assessment input, and other campus related leadership opportunities. Focus will be on our new campus visionary team. Strategy's Expected Result/Impact: Improved campus moral, increase opportunity for staff input and leveraging leadership from within. Staff Responsible for Monitoring: Administration All staff ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Promote higher education and provide specialized scheduling for certification, masters, and doctorate level courses. Strategy's Expected Result/Impact: Staff confidence continues to rise as they progress and graduate with higher degrees of education. Positive campus morale and support for each others success. Staff Responsible for Monitoring: Administration All staff ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Offer to pay for teachers to pass their Special Ed certification. Strategy's Expected Result/Impact: Increase certified staff for ESL and Sped to better serve students. Staff Responsible for Monitoring: Administration ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details	Reviews			
Strategy 4: Targeted training and support for our Early Childhood Special Education teachers with a focus in Autism training and Emotionally Disturbed training. Strategy's Expected Result/Impact: Retention of teachers in our ECSE program. Staff Responsible for Monitoring: Administrators Special Education Director TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Dec	Mar	July	July
	 30%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 5: Provides a Safe and Orderly Learning Environment

Performance Objective 1: Provide programs and structures that promote safety and security.

Evaluation Data Sources: PEIMs

Student discipline records









Student, teacher, parent feedback

Strategy 1 Details	Reviews			
Strategy 1: In preparation for online learning, schools must be knowledgeable and prepared for human-caused cyber threats. The state is requiring that all staff members complete the TX DIR Security Awareness Course. Staff will complete this training. Strategy's Expected Result/Impact: Better understanding of cyber threats for on-line learning. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Address cyber-bullying and internet safety in a child-friendly approach with Scooter Skunk from the AMHA of Dallas. Strategy's Expected Result/Impact: Basic understanding for students to treat each other respectfully on the computer and when to report if something happens happens. Staff Responsible for Monitoring: Counselor Computer aide ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Provides a Safe and Orderly Learning Environment




Performance Objective 2: Provide programs and structures that promote an orderly learning environment.






Evaluation Data Sources: Walk-through data
Teacher feedback

Strategy 1 Details	Reviews			
Strategy 1: Establish campus wide schedules, procedures, transitions and expectations that ensure staff and student safety using state and district requirements for COVID-19. Strategy's Expected Result/Impact: Decreased cases of COVID-19 resulting in higher attendance rate of in-school learning Staff Responsible for Monitoring: Administrators Teachers Paraprofessionals ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Establish an after school synchronized learning time for students who are temporarily quarantined to continue to receive high-quality instruction and daily lessons with a certified teacher. Strategy's Expected Result/Impact: Students will return back to in-class learning on track and on pace with non-quarantined peers. Staff Responsible for Monitoring: Campus administration Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Provides a Safe and Orderly Learning Environment**Performance Objective 3:** Provide programs and structures that provide social and emotional well-being.

Evaluation Data Sources: Discipline records
Counselor, teacher, student, parent feedback

Strategy 1 Details	Reviews			
Strategy 1: Daily implementation of Sanford Harmony curriculum to support social skills and emotional development through daily "buddy up" and then Friday class "meet ups." Strategy's Expected Result/Impact: Increase socialization amongst peers, receptive and expressive language acquisition, application of problem solving skills Staff Responsible for Monitoring: Administrators Classroom Teachers Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Monthly guidance lessons utilizing the W.H.O. program (We Help Others) that teaches about strangers, hurts, secrets and touches in a child friendly approach. Strategy's Expected Result/Impact: Decrease behavioral referrals. Students will have a better understanding of appropriate and inappropriate behaviors. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Campus participates in the Character Traits program from our district Comprehensive Counseling program. We focus on a character trait each month and discuss the character trait along with examples each morning through our daily video announcements. Strategy's Expected Result/Impact: Increase behavior and students making good decisions. Staff Responsible for Monitoring: Counselor Administrator Teacher ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details		Reviews			
Strategy 4: Monthly small group meetings with campus counselor to help students with any of the normal dysfunctions of divorce, at-risk, trauma, death, etc. Strategy's Expected Result/Impact: Students build a trusting, healthy relationship with campus counselor to aide in their emotional health Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Dec	Mar	July	July
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Campus Funding Summary

Addendums

Kaufman Independent School District Report of Violent and Criminal Incidents 2020-2021

The Texas Education Code requires every district to publish a report on violent and criminal incidents at their schools that is available for use and review by the public in the district. According to TEC §39.053:

... the annual report must include a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g), information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students, and the findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994 (20 U.S.C. Section 7101 et seq.) and its subsequent amendments.

The following report was compiled in order to comply with this state statute.

Violent or Criminal Incidents

Violent or Criminal Incidents PEIMS 425 Action Reason Codes	Incident Total* (District wide)
11 – Used, exhibited, or possessed firearm	0
12 – Used, exhibited, or possessed an illegal knife	0
13 – Used, exhibited, or possessed a club	0
14 – Used, exhibited, or possessed a prohibited weapon	0
16 – Arson	0
17* – Murder, attempted murder	0
18* – Indecency with a child	0
19* – Aggravated kidnapping	0
29 – Aggravated assault on district employee or volunteer	0
30* – Aggravated assault on someone other than district employee or volunteer	0
31 – Sexual assault or aggravated sexual assault against employee or volunteer	0
32* – Sexual assault or aggravated sexual assault against someone other than district employee/volunteer	0
36 – Felony controlled substance violation	0
37 – Felony alcohol violation	0
46* – Aggravated robbery	0
47 – Manslaughter	0
48 – Criminally negligent homicide	0

*The bolded codes are those specified by TEA as violent criminal offenses in the School Safety Choice Option Guidance, based upon the USDE Unsafe School Choice Option Non-Regulatory Guidance. The remaining codes are monitored by TEA and may be used in the identification of persistently dangerous schools.

Safe and Drug-Free School and Communities Evaluation

Program funds support the following activities:

- Publish and disseminate Student Code of Conduct and Discipline Management Plan,
- Student instruction in drug and violence and tobacco prevention,
- Student support programs and counseling,
- Canine drug detection,
- Security.

School Violence Prevention and Violence Intervention Policies

The following district policies address violence prevention and intervention:

- Policy FFF(LOCAL) – Student welfare and safety;

- Policy FFFF(LOCAL) – Student safety related to conduct on buses;
- Policy FNCC(LEGAL) – Student conduct related to hazing;
- Policy FNCG(LEGAL) – Student conduct related to weapons;
- Policy FNCH(LEGAL) – Student conduct related to assaults;
- Policy FO(LEGAL) – Student discipline and the Code of Conduct;
- Policy FO(LOCAL) – Student discipline and the Code of Conduct;
- Policy FOA(LEGAL) – Student placement in Alternative Education Setting;
- Policy FOA(LOCAL) – Student placement in Alternative Education Setting;
- Policy FOAA(LEGAL) – Student placement in Alternative Education Setting;
- Policy FOAB(LEGAL) – Student placement in Alternative Education Setting;
- Policy FOAC(LEGAL) – Student placement in Juvenile Justice System;
- Policy FOB(LEGAL) – Student suspension;
- Policy FOB(LOCAL) – Student suspension;
- Policy FOC(LEGAL) – Student discipline related to emergency placement;
- Policy FOD(LEGAL)-Student discipline and expulsion.

School Violence Prevention and Violence Intervention Procedures

The following district procedures address violence prevention and intervention:

- School Counselors provide violence prevention and conflict resolution instruction to students on all campuses
- Assistant Principals on every campus oversee violence intervention procedures
- Anti-bullying procedures have been standardized across the district
- Kaufman ISD safety plan defining crisis management and safety procedures is posted in campus offices and classrooms.
- KISD Police Department provides security on all campuses and at school activities.
- The District Emergency Operations Team conducts an annual audit district Emergency Operating Procedures and updates accordingly.
- Threat Assessment Team studies and addresses possible threats
- Protect the Pride safety system to combat threats to student and teacher safety
- Student Advisory Council provides input to Asst. Sup.
- Safety Patrol on elementary campuses

Postsecondary Enrollment and Performance

Texas High School Graduates from FY2019 Enrolled in Texas Public or Independent Higher Education in FY 2020

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	KAUFMAN ISD							
	129903001 KAUFMAN H S							
	Four-Year Public University	40	7	5	4	9	15	0
	Two-Year Public Colleges	105	35	12	13	22	16	7
	Independent Colleges & Universities	6						
	Not Trackable	9						
	Not Found	149						
	Total High School Graduates	309						

- ❖ 49% of KISD graduates from 2019 attended TX college in 19-20

2020-21 Texas Academic Performance Report (TAPR)

District Name: KAUFMAN ISD

District Number: 129903

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements