2018-19
Annual Report
Rockdale ISD

7 Sections to the Annual Report

1. 2018-19 Texas Academic Performance Report (PDF TAPR)
   - ❑ For the District and each Campus in the District

2. PEIMS Financial Standard Report (2017-18 Financial Actual Report)
   - ❑ For the District and each Campus in the District

3. 2018-19 District Accreditation Status

4. Campus Performance Objectives

5. Report on Violent or Criminal Incidents on Campuses

6. Student Performance in Postsecondary Institutions
   - ❑ For each High School Campus in the District

7. 2018-19 TAPR Glossary

Resources and Availability of Annual Report

➢ The District's TAPR will be posted on the district's website within 2 weeks after this meeting

➢ Paper copies will also available at the district's central office and on each campus in the district

➢ For questions or more information, contact:

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Position	Asst. Superintendent
Phone	512-430-6000 x1014
Email	pkaufmann@rockdaleisd.net

2018-19 Texas Academic Performance Report

District Name: **ROCKDALE ISD**

District Number: **166904**

2019 Accountability Rating: **B**

2019 Special Education Determination Status:

Needs Intervention

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District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)

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

Grade 3 Reading
At Approaches Grade Level or Above

	Year	State	Region 06	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	EL (Current & Monitored)
Above	2019	76%	76%	**76%**	40%	75%	83%	-	*	-	*	47%	*	76%	76%	72%	74%
	2018	77%	79%	**72%**	90%	65%	75%	*	*	-	*	43%	*	73%	67%	69%	67%
At Meets Grade Level or Above	2019	45%	45%	**39%**	20%	32%	53%	-	*	-	*	20%	*	40%	33%	28%	32%
	2018	43%	44%	**37%**	20%	33%	44%	*	*	-	*	0%	*	36%	39%	28%	25%
At Masters Grade Level	2019	27%	28%	**24%**	20%	19%	33%	-	*	-	*	13%	*	23%	29%	18%	21%
	2018	25%	26%	**18%**	10%	14%	25%	*	*	-	*	0%	*	16%	28%	13%	17%

Grade 3 Mathematics
At Approaches Grade Level or Above

	Year	State	Region 06	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	EL (Current & Monitored)
Above	2019	79%	81%	**69%**	60%	68%	69%	-	*	-	*	40%	*	69%	67%	65%	79%
	2018	78%	80%	**71%**	73%	66%	72%	*	*	-	*	25%	*	75%	53%	69%	62%
At Meets Grade Level or Above	2019	49%	51%	**32%**	20%	30%	36%	-	*	-	*	20%	*	33%	29%	22%	32%
	2018	47%	49%	**38%**	27%	32%	50%	*	*	-	*	0%	*	37%	42%	32%	8%
At Masters Grade Level	2019	25%	26%	**17%**	20%	14%	22%	-	*	-	*	7%	*	18%	10%	8%	5%
	2018	23%	25%	**22%**	18%	20%	25%	*	*	-	*	0%	*	22%	21%	15%	8%

Grade 4 Reading
At Approaches Grade Level or Above

	Year	State	Region 06	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	EL (Current & Monitored)
Above	2019	75%	76%	**73%**	56%	75%	74%	*	*	-	*	38%	*	74%	68%	69%	67%
	2018	73%	74%	**75%**	70%	73%	78%	*	-	-	*	*	*	77%	67%	69%	75%
At Meets Grade Level or Above	2019	44%	45%	**38%**	22%	43%	34%	*	*	-	*	13%	*	43%	24%	35%	33%
	2018	46%	47%	**40%**	0%	41%	47%	*	-	-	*	*	*	41%	33%	33%	38%
At Masters Grade Level	2019	22%	23%	**12%**	0%	14%	13%	*	*	-	*	0%	*	14%	4%	8%	13%
	2018	24%	25%	**15%**	0%	16%	18%	*	-	-	*	*	*	17%	5%	11%	13%

Grade 4 Mathematics
At Approaches Grade Level or Above

	Year	State	Region 06	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	EL (Current & Monitored)
Above	2019	75%	77%	**73%**	67%	73%	74%	*	*	-	*	38%	*	76%	64%	67%	60%
	2018	78%	80%	**72%**	70%	67%	79%	*	-	-	*	*	*	76%	59%	67%	76%
At Meets Grade Level or Above	2019	48%	51%	**43%**	22%	52%	39%	*	*	-	*	25%	*	49%	28%	40%	40%
	2018	49%	51%	**33%**	30%	22%	44%	*	-	-	*	*	*	35%	23%	24%	24%
At Masters Grade Level	2019	28%	32%	**27%**	11%	32%	26%	*	*	-	*	13%	*	33%	12%	21%	13%
	2018	27%	29%	**13%**	0%	4%	25%	*	-	-	*	*	*	13%	14%	7%	12%

Grade 4 Writing
At Approaches Grade Level or Above

	Year	State	Region 06	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	EL (Current & Monitored)
Above	2019	67%	66%	**51%**	44%	52%	53%	*	*	-	*	13%	*	56%	36%	45%	33%
	2018	63%	61%	**59%**	60%	63%	56%	*	-	-	*	*	*	62%	50%	55%	53%
At Meets Grade Level or Above	2019	35%	34%	**14%**	11%	16%	13%	*	*	-	*	0%	*	16%	8%	9%	13%
	2018	39%	37%	**27%**	40%	24%	29%	*	-	-	*	*	*	28%	23%	20%	24%
At Masters Grade Level	2019	11%	10%	**2%**	0%	0%	5%	*	*	-	*	0%	*	1%	4%	0%	0%
	2018	11%	10%	**2%**	0%	0%	4%	*	-	-	*	*	*	2%	0%	0%	0%

Grade 5 Reading^
At Approaches Grade Level or Above

	Year	State	Region 06	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	EL (Current & Monitored)
Above	2019	86%	85%	**89%**	70%	88%	94%	*	*	-	*	*	*	89%	91%	86%	83%
	2018	84%	82%	**88%**	83%	87%	94%	-	*	-	*	40%	*	87%	95%	85%	91%
At Meets Grade Level or Above	2019	54%	52%	**58%**	50%	59%	59%	*	*	-	*	*	*	59%	57%	52%	56%
	2018	54%	53%	**50%**	33%	47%	66%	-	*	-	*	0%	*	54%	32%	42%	45%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

		State	Region 06	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	EL (Current & Monitored)
At Masters Grade Level	2019	29%	29%	**23%**	0%	22%	26%	*	*	-	*	*	*	24%	22%	18%	17%
	2018	26%	26%	**25%**	8%	20%	38%	-	*	-	*	0%	*	24%	26%	20%	27%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	88%	**93%**	90%	96%	93%	*	*	-	*	*	*	94%	91%	93%	94%
	2018	91%	89%	**94%**	83%	93%	100%	-	*	-	*	20%	*	95%	94%	92%	100%
At Meets Grade Level or Above	2019	58%	56%	**62%**	40%	57%	72%	*	*	-	*	*	*	60%	70%	57%	61%
	2018	58%	56%	**61%**	50%	58%	71%	-	*	-	*	0%	*	65%	41%	53%	82%
At Masters Grade Level	2019	36%	35%	**31%**	10%	29%	37%	*	*	-	*	*	*	31%	30%	23%	28%
	2018	30%	30%	**29%**	17%	23%	45%	-	*	-	*	0%	*	32%	18%	23%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	76%	**67%**	50%	61%	77%	*	*	-	*	*	*	67%	68%	61%	56%
	2018	76%	76%	**72%**	67%	68%	84%	-	*	-	*	20%	*	70%	84%	68%	58%
At Meets Grade Level or Above	2019	49%	52%	**40%**	20%	35%	53%	*	*	-	*	*	*	39%	45%	33%	39%
	2018	41%	42%	**29%**	17%	19%	50%	-	*	-	*	0%	*	28%	32%	21%	17%
At Masters Grade Level	2019	24%	27%	**14%**	0%	14%	17%	*	*	-	*	*	*	14%	14%	12%	11%
	2018	17%	18%	**9%**	0%	6%	16%	-	*	-	*	0%	*	9%	11%	5%	8%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	68%	**65%**	73%	63%	67%	-	*	-	*	*	*	66%	60%	57%	50%
	2018	69%	70%	**61%**	78%	59%	61%	-	*	-	*	25%	*	64%	55%	56%	40%
At Meets Grade Level or Above	2019	37%	39%	**27%**	18%	22%	36%	-	*	-	*	*	*	28%	24%	19%	0%
	2018	39%	40%	**23%**	22%	17%	29%	-	*	-	*	13%	*	21%	27%	17%	10%
At Masters Grade Level	2019	18%	19%	**10%**	9%	5%	17%	-	*	-	*	*	*	10%	12%	6%	0%
	2018	19%	20%	**7%**	0%	4%	10%	-	*	-	*	0%	*	6%	9%	3%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	83%	**86%**	92%	89%	75%	-	*	-	*	*	*	85%	88%	85%	100%
	2018	77%	80%	**72%**	45%	71%	81%	-	*	-	*	40%	*	71%	73%	67%	50%
At Meets Grade Level or Above	2019	47%	51%	**34%**	25%	23%	50%	-	*	-	*	*	*	37%	24%	26%	0%
	2018	44%	49%	**29%**	27%	22%	41%	-	*	-	*	40%	*	29%	31%	26%	17%
At Masters Grade Level	2019	21%	26%	**9%**	0%	2%	22%	-	*	-	*	*	*	10%	8%	2%	0%
	2018	18%	23%	**7%**	9%	2%	13%	-	*	-	*	0%	*	6%	12%	3%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	**82%**	82%	80%	87%	-	*	-	*	56%	*	82%	82%	77%	70%
	2018	74%	75%	**68%**	56%	71%	65%	-	*	-	-	0%	*	74%	48%	59%	54%
At Meets Grade Level or Above	2019	49%	50%	**43%**	36%	41%	45%	-	*	-	*	22%	*	44%	36%	38%	20%
	2018	48%	49%	**40%**	33%	37%	43%	-	*	-	-	0%	*	41%	38%	31%	8%
At Masters Grade Level	2019	29%	31%	**24%**	27%	18%	32%	-	*	-	*	0%	*	26%	18%	22%	10%
	2018	29%	30%	**20%**	22%	19%	22%	-	*	-	-	0%	*	19%	24%	12%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	73%	**79%**	45%	78%	90%	-	*	-	*	44%	*	81%	73%	74%	90%
	2018	72%	71%	**70%**	50%	72%	71%	-	*	-	-	27%	*	71%	67%	62%	64%
At Meets Grade Level or Above	2019	43%	39%	**34%**	18%	31%	45%	-	*	-	*	33%	*	36%	27%	29%	20%
	2018	40%	37%	**34%**	20%	33%	37%	-	*	-	-	9%	*	32%	40%	23%	21%
At Masters Grade Level	2019	17%	12%	**9%**	9%	2%	16%	-	*	-	*	0%	*	8%	9%	6%	10%

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

		State	Region 06	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	EL (Current & Monitored)
	2018	18%	15%	**16%**	0%	15%	19%	-	*	-	-	0%	*	16%	17%	11%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	70%	**73%**	73%	67%	84%	-	*	-	*	33%	*	75%	68%	68%	60%
	2018	69%	71%	**64%**	40%	64%	68%	-	*	-	-	0%	*	68%	50%	51%	43%
At Meets Grade Level or Above	2019	42%	41%	**31%**	36%	20%	45%	-	*	-	*	22%	*	33%	23%	23%	10%
	2018	43%	45%	**39%**	30%	41%	36%	-	*	-	-	0%	*	37%	43%	31%	21%
At Masters Grade Level	2019	18%	17%	**11%**	9%	6%	16%	-	*	-	*	0%	*	11%	9%	6%	0%
	2018	15%	16%	**11%**	0%	13%	12%	-	*	-	-	0%	*	11%	13%	9%	0%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	**83%**	64%	85%	85%	-	*	-	*	20%	*	83%	84%	77%	71%
	2018	86%	86%	**86%**	80%	87%	85%	*	-	*	*	*	*	87%	83%	83%	67%
At Meets Grade Level or Above	2019	55%	57%	**50%**	45%	46%	56%	-	*	-	*	10%	*	46%	61%	40%	29%
	2018	49%	51%	**46%**	40%	45%	48%	*	-	*	*	*	*	49%	38%	42%	17%
At Masters Grade Level	2019	28%	30%	**22%**	27%	18%	25%	-	*	-	*	0%	*	16%	42%	20%	14%
	2018	27%	28%	**21%**	10%	23%	20%	*	-	*	*	*	*	24%	13%	20%	0%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	89%	**78%**	70%	82%	74%	-	-	-	*	20%	*	79%	73%	76%	75%
	2018	86%	86%	**79%**	67%	81%	79%	-	-	-	*	*	*	78%	82%	74%	80%
At Meets Grade Level or Above	2019	57%	62%	**34%**	20%	33%	36%	-	-	-	*	20%	*	33%	36%	28%	33%
	2018	51%	56%	**24%**	17%	26%	21%	-	-	-	*	*	*	24%	24%	23%	60%
At Masters Grade Level	2019	17%	23%	**1%**	0%	2%	0%	-	-	-	*	10%	*	0%	5%	1%	8%
	2018	15%	21%	**0%**	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	83%	**72%**	55%	74%	73%	-	*	-	*	20%	*	71%	77%	66%	64%
	2018	76%	77%	**70%**	60%	69%	73%	*	-	*	*	*	*	72%	65%	60%	43%
At Meets Grade Level or Above	2019	51%	55%	**46%**	27%	48%	46%	-	*	-	*	10%	*	44%	53%	37%	29%
	2018	52%	54%	**41%**	10%	33%	55%	*	-	*	*	*	*	40%	43%	28%	0%
At Masters Grade Level	2019	25%	29%	**18%**	9%	15%	21%	-	*	-	*	0%	*	15%	30%	11%	7%
	2018	28%	31%	**21%**	10%	17%	28%	*	-	*	*	*	*	22%	17%	15%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	**59%**	36%	57%	63%	-	*	-	*	10%	*	56%	67%	50%	36%
	2018	65%	67%	**52%**	40%	52%	58%	*	-	*	*	*	*	54%	48%	43%	14%
At Meets Grade Level or Above	2019	37%	39%	**23%**	18%	18%	29%	-	*	-	*	10%	*	16%	47%	16%	21%
	2018	36%	38%	**14%**	0%	15%	15%	*	-	*	*	*	*	13%	17%	13%	0%
At Masters Grade Level	2019	21%	23%	**13%**	18%	7%	17%	-	*	-	*	0%	*	8%	27%	7%	0%
	2018	21%	23%	**3%**	0%	2%	5%	*	-	*	*	*	*	4%	0%	1%	0%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	69%	**68%**	50%	69%	70%	*	-	*	*	15%	*	67%	71%	66%	40%
	2018	65%	66%	**69%**	57%	72%	68%	-	-	-	*	36%	*	71%	64%	63%	57%
At Meets Grade Level or Above	2019	50%	51%	**45%**	31%	44%	51%	*	-	*	*	0%	*	43%	57%	40%	27%
	2018	44%	45%	**43%**	36%	41%	48%	-	-	-	*	21%	*	46%	36%	35%	29%
At Masters Grade Level	2019	11%	12%	**7%**	0%	4%	15%	*	-	*	*	0%	*	8%	4%	3%	0%
	2018	7%	8%	**1%**	0%	1%	2%	-	-	-	*	0%	*	1%	2%	0%	0%

District Name: ROCKDALE ISD
County Name: MILAM
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		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	70%	**66%**	69%	61%	73%	-	-	-	*	20%	*	66%	63%	61%	40%
	2018	67%	69%	**66%**	80%	61%	70%	-	-	-	*	23%	-	70%	54%	61%	25%
At Meets Grade Level or Above	2019	49%	51%	**46%**	38%	45%	53%	-	-	-	*	10%	*	47%	43%	38%	10%
	2018	48%	50%	**48%**	30%	43%	58%	-	-	-	*	18%	-	54%	32%	46%	13%
At Masters Grade Level	2019	8%	8%	**1%**	0%	1%	2%	-	-	-	*	0%	*	2%	0%	1%	0%
	2018	8%	9%	**6%**	0%	1%	11%	-	-	-	*	0%	-	7%	0%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	82%	**78%**	50%	78%	84%	-	*	-	*	30%	*	78%	78%	77%	79%
	2018	83%	82%	**83%**	94%	81%	81%	*	-	*	*	55%	*	85%	77%	81%	55%
At Meets Grade Level or Above	2019	61%	57%	**52%**	25%	51%	57%	-	*	-	*	10%	*	49%	59%	45%	43%
	2018	55%	53%	**44%**	25%	43%	51%	*	-	*	*	20%	*	45%	42%	39%	27%
At Masters Grade Level	2019	37%	37%	**32%**	13%	30%	38%	-	*	-	*	10%	*	27%	48%	24%	21%
	2018	32%	33%	**18%**	0%	18%	25%	*	-	*	*	0%	*	19%	16%	16%	9%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	89%	**80%**	77%	76%	85%	*	-	*	*	31%	*	79%	84%	78%	71%
	2018	87%	87%	**79%**	76%	76%	82%	-	-	-	*	46%	*	82%	70%	74%	30%
At Meets Grade Level or Above	2019	62%	65%	**47%**	31%	44%	54%	*	-	*	*	0%	*	46%	53%	41%	21%
	2018	59%	62%	**40%**	18%	33%	55%	-	-	-	*	14%	*	44%	30%	29%	20%
At Masters Grade Level	2019	25%	27%	**11%**	8%	8%	15%	*	-	*	*	0%	*	10%	16%	6%	0%
	2018	24%	26%	**9%**	0%	6%	15%	-	-	-	*	0%	*	8%	9%	3%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	**88%**	86%	84%	91%	-	-	-	*	53%	*	88%	85%	88%	*
	2018	92%	92%	**92%**	82%	94%	93%	-	*	-	*	50%	-	91%	96%	86%	*
At Meets Grade Level or Above	2019	73%	78%	**71%**	57%	58%	83%	-	-	-	*	33%	*	72%	62%	69%	*
	2018	70%	74%	**61%**	27%	53%	74%	-	*	-	*	20%	-	62%	60%	53%	*
At Masters Grade Level	2019	45%	51%	**35%**	29%	28%	41%	-	-	-	*	7%	*	37%	23%	34%	*
	2018	40%	46%	**25%**	18%	15%	31%	-	*	-	*	0%	-	21%	36%	16%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**75%**	64%	74%	78%	38%	93%	*	77%	32%	70%	75%	73%	70%	67%
	2018	77%	77%	**73%**	69%	72%	75%	44%	100%	*	78%	34%	89%	75%	67%	68%	59%
At Meets Grade Level or Above	2019	50%	51%	**42%**	29%	38%	49%	0%	76%	*	37%	15%	43%	42%	41%	35%	30%
	2018	48%	49%	**39%**	25%	35%	47%	11%	75%	*	32%	14%	46%	40%	35%	32%	25%
At Masters Grade Level	2019	24%	25%	**16%**	9%	13%	21%	0%	59%	*	12%	3%	17%	15%	17%	11%	9%
	2018	22%	23%	**13%**	5%	11%	18%	0%	50%	*	8%	1%	11%	14%	13%	9%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	**75%**	64%	73%	79%	*	91%	*	75%	31%	73%	75%	74%	70%	64%
	2018	74%	75%	**73%**	74%	72%	74%	*	100%	*	71%	30%	90%	75%	65%	68%	61%
At Meets Grade Level or Above	2019	48%	49%	**44%**	34%	41%	50%	*	82%	*	38%	12%	45%	44%	43%	36%	29%
	2018	46%	47%	**42%**	27%	39%	48%	*	83%	*	29%	14%	60%	44%	34%	35%	24%
At Masters Grade Level	2019	21%	22%	**15%**	9%	12%	20%	*	55%	*	13%	2%	18%	14%	16%	11%	11%
	2018	19%	21%	**13%**	6%	12%	16%	*	50%	*	7%	1%	20%	14%	11%	10%	10%

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

		State	Region 06	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	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**80%**	69%	80%	80%	*	100%	-	86%	36%	90%	81%	76%	77%	82%
	2018	81%	81%	**78%**	71%	77%	80%	*	100%	*	91%	39%	100%	79%	72%	74%	69%
At Meets Grade Level or Above	2019	52%	53%	**42%**	25%	39%	49%	*	82%	-	36%	20%	60%	43%	39%	36%	36%
	2018	50%	51%	**39%**	29%	35%	45%	*	83%	*	45%	18%	44%	40%	36%	33%	30%
At Masters Grade Level	2019	26%	28%	**18%**	8%	16%	24%	*	64%	-	0%	7%	10%	18%	18%	12%	13%
	2018	24%	26%	**16%**	7%	13%	23%	*	67%	*	9%	2%	11%	17%	14%	12%	7%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	68%	**62%**	60%	60%	67%	*	*	-	*	24%	*	65%	51%	56%	44%
	2018	66%	66%	**62%**	50%	63%	62%	*	*	-	*	7%	*	65%	50%	53%	48%
At Meets Grade Level or Above	2019	38%	38%	**22%**	25%	18%	28%	*	*	-	*	12%	*	25%	15%	16%	12%
	2018	41%	41%	**33%**	35%	33%	32%	*	*	-	*	0%	*	32%	35%	26%	23%
At Masters Grade Level	2019	14%	14%	**6%**	5%	3%	10%	*	*	-	*	0%	*	6%	6%	3%	0%
	2018	13%	13%	**7%**	0%	7%	8%	*	*	-	*	0%	*	6%	8%	4%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	**73%**	62%	71%	78%	*	*	*	67%	31%	*	72%	76%	68%	63%
	2018	80%	81%	**74%**	69%	71%	80%	*	*	*	71%	43%	*	75%	72%	69%	45%
At Meets Grade Level or Above	2019	54%	57%	**44%**	26%	43%	51%	*	*	*	33%	8%	*	43%	51%	37%	30%
	2018	51%	53%	**37%**	15%	29%	54%	*	*	*	29%	14%	*	38%	34%	26%	14%
At Masters Grade Level	2019	25%	28%	**15%**	6%	12%	18%	*	*	*	17%	0%	*	13%	21%	10%	7%
	2018	23%	25%	**12%**	3%	9%	19%	*	*	*	0%	0%	*	12%	12%	6%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	**72%**	56%	68%	77%	-	*	-	*	36%	*	71%	72%	67%	44%
	2018	78%	80%	**73%**	62%	70%	79%	*	*	*	*	36%	*	73%	73%	62%	30%
At Meets Grade Level or Above	2019	55%	58%	**44%**	33%	35%	54%	-	*	-	*	24%	*	42%	51%	40%	22%
	2018	53%	56%	**38%**	14%	30%	50%	*	*	*	*	14%	*	38%	40%	31%	20%
At Masters Grade Level	2019	33%	37%	**23%**	22%	15%	29%	-	*	-	*	4%	*	22%	26%	19%	0%
	2018	31%	34%	**14%**	10%	7%	20%	*	*	*	*	0%	*	13%	19%	8%	10%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Progress

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

School Progress Domain - Academic Growth Score by Grade and Subject

		State	Region 06	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	EL (Current & Monitored)
Grade 4 ELA/Reading	2019	61	62	**57**	56	64	54	*	*	-	*	44	*	59	52	57	71
	2018	63	64	**68**	45	74	69	*	-	-	*	*	*	68	65	65	73
Grade 4 Mathematics	2019	65	68	**74**	72	78	70	*	*	-	*	63	*	74	74	73	73
	2018	65	66	**56**	60	49	62	*	-	-	*	*	*	60	39	51	65
Grade 5 ELA/Reading	2019	81	78	**85**	85	81	90	*	*	-	*	*	*	84	93	86	89
	2018	80	76	**76**	50	82	76	-	*	-	*	100	*	74	86	74	85
Grade 5 Mathematics	2019	83	79	**92**	95	94	91	*	*	-	*	*	*	92	95	93	97
	2018	81	78	**81**	83	79	83	-	*	-	*	100	*	80	82	79	82
Grade 6 ELA/Reading	2019	42	45	**32**	36	25	39	-	*	-	*	*	*	29	41	26	31
	2018	47	47	**29**	22	28	30	-	*	-	*	31	*	30	26	28	25
Grade 6 Mathematics	2019	54	61	**42**	58	35	47	-	*	-	*	*	*	40	50	40	20
	2018	56	61	**29**	14	34	26	-	*	-	*	30	*	25	40	32	33
Grade 7 ELA/Reading	2019	77	77	**89**	100	88	85	-	*	-	*	83	*	92	80	91	95
	2018	76	73	**72**	72	76	68	-	*	-	-	44	*	75	62	69	85
Grade 7 Mathematics	2019	63	59	**72**	73	67	77	-	*	-	*	78	*	74	63	70	80
	2018	67	65	**69**	45	76	64	-	*	-	-	50	*	71	59	65	79
Grade 8 ELA/Reading	2019	77	78	**76**	60	71	86	-	*	-	*	80	*	73	89	79	79
	2018	79	79	**85**	100	82	83	*	-	*	*	*	*	86	81	87	100
Grade 8 Mathematics	2019	84	84	**82**	65	88	78	-	*	-	*	70	*	80	89	86	82
	2018	81	80	**81**	100	75	82	-	-	-	*	*	-	79	84	80	80
End of Course English II	2019	69	69	**78**	92	76	79	-	-	-	*	71	*	77	85	77	90
	2018	67	67	**79**	60	82	82	-	-	-	*	54	-	82	66	80	*
End of Course Algebra I	2019	75	71	**70**	33	76	67	-	*	-	*	20	*	68	80	69	72
	2018	72	69	**67**	57	64	73	*	-	*	*	50	*	67	68	64	50
All Grades Both Subjects	2019	69	69	**70**	70	68	74	*	78	-	67	66	83	70	73	70	76
	2018	69	69	**66**	58	67	67	*	75	*	55	52	75	67	62	65	68
All Grades ELA/Reading	2019	68	68	**70**	72	66	74	*	67	-	67	68	72	69	73	68	78
	2018	69	68	**69**	58	71	70	*	*	*	45	51	86	70	64	68	72
All Grades Mathematics	2019	70	70	**71**	68	70	73	*	89	-	67	63	94	71	74	71	74
	2018	70	70	**63**	57	63	64	*	*	*	65	52	64	64	60	61	64

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Prior Year and Student Success Initiative

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Reading	2019	41%	38%	**47%**	25%	45%	57%	*	-	-	*	26%	44%	33%
	2018	38%	37%	**46%**	39%	47%	46%	*	-	-	*	*	43%	44%
Mathematics	2019	45%	43%	**53%**	35%	59%	52%	*	-	-	*	17%	51%	62%
	2018	47%	44%	**45%**	38%	47%	45%	*	-	-	*	*	40%	*

Student Success Initiative

Grade 5 Reading
Students Meeting Approaches Grade Level on First STAAR Administration

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2019	78%	77%	**81%**	50%	84%	83%	*	*	-	*	*	76%	75%

Students Requiring Accelerated Instruction

| | 2019 | 22% | 23% | **19%** | 50% | 16% | 17% | * | * | - | * | * | 24% | 25% |

STAAR Cumulative Met Standard

| | 2019 | 86% | 85% | **89%** | 70% | 88% | 94% | * | * | - | * | * | 86% | 75% |

STAAR Non-Proficient Students Promoted by Grade Placement Committee

| | 2018 | 97% | 98% | **100%** | * | 100% | * | - | - | - | * | - | 100% | - |

Grade 5 Mathematics
Students Meeting Approaches Grade Level on First STAAR Administration

| | 2019 | 83% | 82% | **91%** | 90% | 90% | 92% | * | * | - | * | * | 89% | 88% |

Students Requiring Accelerated Instruction

| | 2019 | 17% | 18% | **9%** | 10% | 10% | 8% | * | * | - | * | * | 11% | 13% |

STAAR Cumulative Met Standard

| | 2019 | 90% | 88% | **93%** | 90% | 96% | 92% | * | * | - | * | * | 93% | 100% |

STAAR Non-Proficient Students Promoted by Grade Placement Committee

| | 2018 | 97% | 98% | * | - | * | * | - | - | - | - | - | * | - |

STAAR Met Standard (Non-Proficient in Previous Year)
Promoted to Grade 6

| | 2019 | 24% | 27% | * | - | * | * | - | - | - | - | - | * | - |

Grade 8 Reading
Students Meeting Approaches Grade Level on First STAAR Administration

| | 2019 | 78% | 79% | **73%** | 55% | 73% | 77% | - | * | - | * | 11% | 64% | 60% |

Students Requiring Accelerated Instruction

| | 2019 | 22% | 21% | **27%** | 45% | 27% | 23% | - | * | - | * | 89% | 36% | 40% |

STAAR Cumulative Met Standard

| | 2019 | 85% | 86% | **83%** | 64% | 85% | 85% | - | * | - | * | 11% | 77% | 60% |

STAAR Non-Proficient Students Promoted by Grade Placement Committee

| | 2018 | 99% | 99% | **92%** | * | 100% | * | - | - | - | * | * | 91% | * |

STAAR Met Standard (Non-Proficient in Previous Year)

| Promoted to Grade 9 | 2019 | 13% | 13% | **10%** | * | 20% | * | - | - | - | - | * | 11% | * |
| Retained in Grade 8 | 2019 | 38% | 33% | * | - | - | * | - | - | - | - | - | * | - |

Grade 8 Mathematics
Students Meeting Approaches Grade Level on First STAAR Administration

| | 2019 | 82% | 84% | **71%** | 50% | 80% | 67% | - | - | - | * | 11% | 68% | 80% |

Students Requiring Accelerated Instruction

| | 2019 | 18% | 16% | **29%** | 50% | 20% | 33% | - | - | - | * | 89% | 32% | 20% |

STAAR Cumulative Met Standard

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2019	88%	89%	**78%**	70%	82%	74%	-	-	-	*	11%	76%	80%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	99%	**90%**	*	100%	*	-	-	-	*	*	89%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	40%	**38%**	*	40%	*	-	-	-	-	*	29%	*
Retained in Grade 8	2019	56%	75%	*	-	-	*	-	-	-	-	-	*	-

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

(Current EL Students)

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**75%**	-	-	-	-	-	53%	50%	55%	-	53%	53%
	2018	77%	77%	**73%**	-	-	-	-	-	45%	56%	38%	-	45%	45%
At Meets Grade Level or Above	2019	50%	51%	**42%**	-	-	-	-	-	15%	16%	14%	-	15%	15%
	2018	48%	49%	**39%**	-	-	-	-	-	11%	17%	7%	-	11%	11%
At Masters Grade Level	2019	24%	25%	**16%**	-	-	-	-	-	3%	5%	2%	-	3%	3%
	2018	22%	23%	**13%**	-	-	-	-	-	4%	7%	1%	-	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	**75%**	-	-	-	-	-	47%	56%	39%	-	47%	47%
	2018	74%	75%	**73%**	-	-	-	-	-	53%	65%	43%	-	53%	53%
At Meets Grade Level or Above	2019	48%	49%	**44%**	-	-	-	-	-	9%	12%	6%	-	9%	9%
	2018	46%	47%	**42%**	-	-	-	-	-	12%	20%	4%	-	12%	12%
At Masters Grade Level	2019	21%	22%	**15%**	-	-	-	-	-	3%	8%	0%	-	3%	3%
	2018	19%	21%	**13%**	-	-	-	-	-	7%	10%	4%	-	7%	7%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**80%**	-	-	-	-	-	68%	60%	77%	-	68%	68%
	2018	81%	81%	**78%**	-	-	-	-	-	55%	64%	48%	-	55%	55%
At Meets Grade Level or Above	2019	52%	53%	**42%**	-	-	-	-	-	26%	20%	32%	-	26%	26%
	2018	50%	51%	**39%**	-	-	-	-	-	15%	18%	12%	-	15%	15%
At Masters Grade Level	2019	26%	28%	**18%**	-	-	-	-	-	4%	4%	5%	-	4%	4%
	2018	24%	26%	**16%**	-	-	-	-	-	4%	9%	0%	-	4%	4%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	68%	**62%**	-	-	-	-	-	18%	0%	*	-	18%	18%
	2018	66%	66%	**62%**	-	-	-	-	-	33%	14%	45%	-	33%	33%
At Meets Grade Level or Above	2019	38%	38%	**22%**	-	-	-	-	-	0%	0%	*	-	0%	0%
	2018	41%	41%	**33%**	-	-	-	-	-	11%	14%	9%	-	11%	11%
At Masters Grade Level	2019	14%	14%	**6%**	-	-	-	-	-	0%	0%	*	-	0%	0%
	2018	13%	13%	**7%**	-	-	-	-	-	0%	0%	0%	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	**73%**	-	-	-	-	-	57%	50%	59%	-	57%	57%
	2018	80%	81%	**74%**	-	-	-	-	-	20%	40%	10%	-	20%	20%
At Meets Grade Level or Above	2019	54%	57%	**44%**	-	-	-	-	-	17%	33%	12%	-	17%	17%
	2018	51%	53%	**37%**	-	-	-	-	-	0%	0%	0%	-	0%	0%
At Masters Grade Level	2019	25%	28%	**15%**	-	-	-	-	-	4%	0%	6%	-	4%	4%
	2018	23%	25%	**12%**	-	-	-	-	-	0%	0%	0%	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**72%**	-	-	-	-	-	44%	-	44%	-	44%	44%
	2018	78%	80%	**73%**	-	-	-	-	-	0%	-	0%	-	0%	0%
At Meets Grade Level or Above	2019	55%	58%	**44%**	-	-	-	-	-	11%	-	11%	-	11%	11%
	2018	53%	56%	**38%**	-	-	-	-	-	0%	-	0%	-	0%	0%
At Masters Grade Level	2019	33%	37%	**23%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	31%	34%	**14%**	-	-	-	-	-	0%	-	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**70%**	-	-	-	-	-	75%	80%	71%	-	75%	75%
	2018	69%	69%	**66%**	-	-	-	-	-	68%	66%	69%	-	68%	68%
All Grades ELA/Reading	2019	68%	68%	**70%**	-	-	-	-	-	80%	85%	77%	-	80%	80%
	2018	69%	68%	**69%**	-	-	-	-	-	75%	69%	78%	-	75%	75%
All Grades Mathematics	2019	70%	70%	**71%**	-	-	-	-	-	70%	75%	67%	-	70%	70%
	2018	70%	70%	**63%**	-	-	-	-	-	62%	64%	61%	-	62%	62%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	38%	**47%**	-	-	-	-	-	33%	33%	33%	-	33%	33%

District Name: ROCKDALE ISD
Texas Academic Performance Report
County Name: MILAM
2018-19 District STAAR Performance
District Number: 166904
Bilingual Education/English as a Second Language
(Current EL Students)

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	38%	37%	**46%**	-	-	-	-	-	44%	*	42%	-	44%	44%
Mathematics	2019	45%	43%	**53%**	-	-	-	-	-	62%	43%	83%	-	62%	62%
	2018	47%	44%	**45%**	-	-	-	-	-	*	*	*	-	*	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Participation

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	90%	94%	93%	100%	100%	*	88%	90%	93%	92%
Not Included in Accountability													
Mobile	4%	4%	**6%**	10%	6%	6%	0%	0%	*	12%	9%	7%	7%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	95%	96%	97%	100%	84%	*	71%	92%	95%	91%
Not Included in Accountability													
Mobile	4%	4%	**4%**	5%	4%	3%	0%	16%	*	29%	8%	5%	8%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.8%	**95.8%**	96.1%	95.7%	95.8%	*	97.9%	*	96.1%	94.1%	95.3%	96.9%
2016-17	95.7%	96.0%	**96.0%**	96.8%	95.8%	96.0%	*	97.7%	*	95.9%	94.9%	95.5%	96.4%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
2016-17	0.3%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.6%	**1.9%**	0.0%	2.4%	1.9%	-	*	-	0.0%	4.7%	1.7%	0.0%
2016-17	1.9%	1.3%	**2.4%**	0.0%	3.5%	1.9%	-	*	-	0.0%	0.0%	3.6%	14.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	91.5%	**90.7%**	100.0%	85.4%	91.8%	-	-	-	*	85.7%	86.2%	*
Received TxCHSE	0.4%	0.9%	**0.9%**	0.0%	0.0%	2.0%	-	-	-	*	0.0%	1.5%	*
Continued HS	3.8%	2.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	5.7%	4.7%	**8.3%**	0.0%	14.6%	6.1%	-	-	-	*	14.3%	12.3%	*
Graduates and TxCHSE	90.4%	92.4%	**91.7%**	100.0%	85.4%	93.9%	-	-	-	*	85.7%	87.7%	*
Graduates, TxCHSE, and Continuers	94.3%	95.3%	**91.7%**	100.0%	85.4%	93.9%	-	-	-	*	85.7%	87.7%	*
Class of 2017													
Graduated	89.7%	91.4%	**96.9%**	100.0%	95.7%	97.5%	-	-	-	*	100.0%	96.0%	-
Received TxCHSE	0.4%	1.1%	**2.1%**	0.0%	2.2%	2.5%	-	-	-	*	0.0%	4.0%	-
Continued HS	4.0%	3.1%	**1.0%**	0.0%	2.2%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	5.9%	4.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	90.1%	92.5%	**99.0%**	100.0%	97.8%	100.0%	-	-	-	*	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	94.1%	95.6%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	93.3%	**95.9%**	100.0%	95.7%	95.1%	-	-	-	*	100.0%	94.1%	-
Received TxCHSE	0.6%	1.3%	**2.0%**	0.0%	2.2%	2.4%	-	-	-	*	0.0%	3.9%	-
Continued HS	1.1%	0.6%	**1.0%**	0.0%	0.0%	2.4%	-	-	-	*	0.0%	2.0%	-
Dropped Out	6.3%	4.8%	**1.0%**	0.0%	2.2%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	92.6%	94.6%	**98.0%**	100.0%	97.8%	97.6%	-	-	-	*	100.0%	98.0%	-
Graduates, TxCHSE, and Continuers	93.7%	95.2%	**99.0%**	100.0%	97.8%	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2016													
Graduated	91.6%	92.1%	**94.4%**	100.0%	91.2%	94.9%	-	-	-	*	92.3%	95.1%	*
Received TxCHSE	0.7%	1.5%	**1.9%**	0.0%	2.9%	1.7%	-	-	-	*	0.0%	1.6%	*
Continued HS	1.2%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.6%	5.5%	**3.7%**	0.0%	5.9%	3.4%	-	-	-	*	7.7%	3.3%	*
Graduates and TxCHSE	92.2%	93.6%	**96.3%**	100.0%	94.1%	96.6%	-	-	-	*	92.3%	96.7%	*
Graduates, TxCHSE, and Continuers	93.4%	94.5%	**96.3%**	100.0%	94.1%	96.6%	-	-	-	*	92.3%	96.7%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	92.6%	**94.4%**	100.0%	91.2%	94.9%	-	-	-	*	92.3%	95.1%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.7%	1.9%	0.0%	2.9%	1.7%	-	-	-	*	0.0%	1.6%	*
Continued HS	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.6%	5.5%	3.7%	0.0%	5.9%	3.4%	-	-	-	*	7.7%	3.3%	*
Graduates and TxCHSE	92.9%	94.3%	96.3%	100.0%	94.1%	96.6%	-	-	-	*	92.3%	96.7%	*
Graduates, TxCHSE, and Continuers	93.4%	94.5%	96.3%	100.0%	94.1%	96.6%	-	-	-	*	92.3%	96.7%	*
Class of 2015													
Graduated	91.8%	92.9%	97.6%	100.0%	100.0%	95.0%	*	-	-	*	100.0%	97.2%	*
Received TxCHSE	1.0%	1.7%	0.8%	0.0%	0.0%	1.7%	*	-	-	*	0.0%	1.4%	*
Continued HS	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.7%	5.0%	1.6%	0.0%	0.0%	3.3%	*	-	-	*	0.0%	1.4%	*
Graduates and TxCHSE	92.8%	94.7%	98.4%	100.0%	100.0%	96.7%	*	-	-	*	100.0%	98.6%	*
Graduates, TxCHSE, and Continuers	93.3%	95.0%	98.4%	100.0%	100.0%	96.7%	*	-	-	*	100.0%	98.6%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.5%	87.5%	100.0%	79.5%	90.0%	-	-	-	*	80.0%	81.2%	*
Class of 2017	89.7%	91.4%	94.1%	90.0%	93.6%	97.6%	-	-	-	*	90.9%	92.5%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	49.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	87.1%	82.8%	77.8%	76.7%	89.7%	-	-	-	*	30.0%	72.9%	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.8%	2.0%	11.8%	0.0%	0.0%	-	-	-	*	16.7%	1.8%	*
Class of 2017	6.0%	5.7%	*	-	*	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	86.7%	81.6%	76.5%	85.7%	80.0%	-	-	-	*	16.7%	80.4%	*
Class of 2017	60.8%	80.8%	*	-	*	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	90.3%	83.7%	88.2%	85.7%	80.0%	-	-	-	*	33.3%	82.1%	*
Class of 2017	85.9%	87.0%	83.0%	77.8%	77.3%	89.7%	-	-	-	*	30.0%	72.9%	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	18.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	86.1%	82.8%	77.8%	76.7%	92.1%	-	-	-	*	27.3%	72.3%	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.9%	2.0%	11.8%	0.0%	0.0%	-	-	-	*	16.7%	1.9%	*
2016-17	7.2%	5.8%	*	-	*	*	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	86.3%	81.8%	76.5%	85.7%	80.4%	-	-	-	*	16.7%	80.8%	*
2016-17	56.5%	76.4%	*	-	*	*	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	88.8%	83.8%	88.2%	85.7%	80.4%	-	-	-	*	33.3%	82.7%	*
2016-17	84.0%	85.3%	82.1%	77.8%	77.3%	89.7%	-	-	-	*	27.3%	72.3%	-

Texas Academic Performance Report
2018-19 District Graduation Profile

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

	District Count	District Percent	State Count	State Percent
Graduates (2017-18 Annual Graduates)				
Total Graduates	99	100.0%	347,893	100.0%
By Ethnicity:				
African American	17	17.2%	43,502	12.5%
Hispanic	35	35.4%	173,272	49.8%
White	46	46.5%	107,052	30.8%
American Indian	0	0.0%	1,226	0.4%
Asian	0	0.0%	15,589	4.5%
Pacific Islander	0	0.0%	528	0.2%
Two or More Races	1	1.0%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	16	16.2%	49,432	14.2%
Foundation H.S. Program (Endorsement)	2	2.0%	16,542	4.8%
Foundation H.S. Program (DLA)	81	81.8%	272,526	78.3%
Special Education Graduates	12	12.1%	25,962	7.5%
Economically Disadvantaged Graduates	52	52.5%	166,956	48.0%
LEP Graduates	1	1.0%	21,359	6.1%
At-Risk Graduates	46	46.5%	144,805	41.6%

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	66.4%	**60.6%**	35.3%	67.1%	65.2%	-	-	-	*	87.5%	54.8%	*
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	50.3%	**30.3%**	5.9%	40.0%	32.6%	-	-	-	*	0.0%	21.2%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.9%	**40.4%**	23.5%	51.4%	39.1%	-	-	-	*	8.3%	32.7%	*
Mathematics													
2017-18	46.0%	47.9%	**26.3%**	5.9%	31.4%	30.4%	-	-	-	*	0.0%	17.3%	*
Both Subjects													
2017-18	42.1%	45.5%	**24.2%**	5.9%	28.6%	28.3%	-	-	-	*	0.0%	13.5%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	21.2%	**12.1%**	0.0%	11.4%	17.4%	-	-	-	*	0.0%	3.8%	*
2016-17	19.9%	20.3%	**10.5%**	11.1%	4.5%	17.9%	-	-	-	*	0.0%	4.3%	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	19.4%	**8.1%**	0.0%	14.3%	6.5%	-	-	-	*	0.0%	9.6%	*
2016-17	20.1%	19.8%	**17.9%**	11.1%	11.4%	28.2%	-	-	-	*	0.0%	6.4%	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.8%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	27.1%	**39.4%**	29.4%	37.1%	44.6%	-	-	-	*	87.5%	39.4%	*
2016-17	13.2%	11.2%	**22.1%**	16.7%	25.0%	20.5%	-	-	-	*	18.2%	22.3%	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	6.2%	**9.1%**	0.0%	5.7%	15.2%	-	-	-	*	0.0%	5.8%	*
2016-17	2.7%	1.6%	**2.1%**	0.0%	4.5%	0.0%	-	-	-	*	0.0%	4.3%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	2.3%	**6.1%**	11.8%	2.9%	6.5%	-	-	-	*	50.0%	9.6%	*
2016-17	1.0%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	36.0%	**51.5%**	17.6%	57.1%	58.7%	-	-	-	*	50.0%	50.0%	*
2016-17	17.3%	14.9%	**41.1%**	33.3%	45.5%	38.5%	-	-	-	*	36.4%	40.4%	-

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.6%	**2.0%**	0.0%	2.9%	2.2%	-	-	-	*	0.0%	1.9%	*
2016-17	2.2%	2.0%	**1.1%**	0.0%	0.0%	2.6%	-	-	-	*	0.0%	0.0%	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.4%	**4.0%**	11.8%	2.9%	2.2%	-	-	-	*	33.3%	5.8%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District CCMR-Related Indicators

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	34.9%	**28.3%**	23.5%	34.3%	26.1%	-	-	-	*	0.0%	21.2%	*
2016-17	23.4%	23.3%	**20.0%**	22.2%	27.3%	12.8%	-	-	-	*	9.1%	14.9%	-
Mathematics													
2017-18	23.7%	23.8%	**19.2%**	5.9%	25.7%	19.6%	-	-	-	*	0.0%	13.5%	*
2016-17	19.8%	19.3%	**3.2%**	0.0%	6.8%	0.0%	-	-	-	*	0.0%	2.1%	-
Both Subjects													
2017-18	18.1%	19.7%	**17.2%**	5.9%	22.9%	17.4%	-	-	-	*	0.0%	9.6%	*
2016-17	12.9%	13.5%	**3.2%**	0.0%	6.8%	0.0%	-	-	-	*	0.0%	2.1%	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	50.9%	**61.6%**	29.4%	65.7%	69.6%	-	-	-	*	58.3%	57.7%	*
2016-17	50.5%	41.2%	**95.8%**	100.0%	100.0%	92.3%	-	-	-	*	90.9%	100.0%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	6.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.8%	2.5%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Mathematics													
2017-18	3.9%	5.7%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	1.4%	3.9%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Both Subjects													
2017-18	0.9%	2.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.2%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	23.1%	**38.6%**	36.0%	38.2%	39.0%	-	*	-	*	n/a	30.8%	n/a
2017	26.2%	23.3%	**25.9%**	13.6%	23.2%	33.3%	-	-	-	*	n/a	19.2%	n/a
English Language Arts													
2018	15.3%	11.1%	**30.0%**	28.0%	25.0%	33.3%	-	*	-	*	n/a	21.4%	n/a
2017	15.9%	10.8%	**18.0%**	9.1%	15.9%	23.5%	-	-	-	*	n/a	14.1%	n/a
Mathematics													
2018	7.3%	7.7%	**7.1%**	4.0%	7.9%	7.6%	-	*	-	*	n/a	3.4%	n/a
2017	7.2%	7.7%	**4.8%**	4.5%	3.7%	6.2%	-	-	-	*	n/a	3.0%	n/a
Science													
2018	10.8%	10.2%	**3.8%**	0.0%	2.6%	5.7%	-	*	-	*	n/a	1.7%	n/a
2017	10.9%	10.1%	**9.0%**	4.5%	2.4%	17.3%	-	-	-	*	n/a	2.0%	n/a
Social Studies													
2018	14.5%	12.5%	**27.6%**	20.0%	25.0%	30.5%	-	*	-	*	n/a	22.2%	n/a
2017	15.0%	13.4%	**11.1%**	4.5%	12.2%	12.3%	-	-	-	*	n/a	8.1%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	57.8%	**11.1%**	0.0%	20.7%	7.3%	-	-	-	*	n/a	16.7%	n/a
2017	49.1%	57.0%	**28.6%**	*	10.5%	40.7%	-	-	-	-	n/a	10.5%	n/a
English Language Arts													
2018	42.5%	53.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2017	41.3%	49.9%	**8.8%**	*	7.7%	10.5%	-	-	-	-	n/a	0.0%	n/a
Mathematics													
2018	52.8%	59.5%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	*	n/a

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	60.4%	**0.0%**	*	*	0.0%	-	-	-	-	n/a	*	n/a
Science													
2018	38.0%	50.3%	**25.0%**	-	*	33.3%	-	-	-	-	n/a	*	n/a
2017	38.3%	49.6%	**47.1%**	*	*	57.1%	-	-	-	-	n/a	*	n/a
Social Studies													
2018	44.6%	55.5%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2017	41.4%	50.4%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a

SAT/ACT Results (Annual Graduates) *
Tested

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	74.6%	61.2%	**55.6%**	70.6%	62.9%	43.5%	-	-	-	*	n/a	51.8%	n/a
2016-17	73.5%	60.0%	**63.2%**	66.7%	50.0%	74.4%	-	-	-	100.0%	n/a	56.3%	n/a
At/Above Criterion													
2017-18	37.9%	51.0%	**23.6%**	0.0%	9.1%	55.0%	-	-	-	*	n/a	6.9%	n/a

Average SAT Score (Annual Graduates) *
All Subjects

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	1036	1097	**1009**	884	973	1087	-	-	-	-	n/a	948	n/a
English Language Arts and Writing													
2017-18	521	553	**514**	457	500	548	-	-	-	-	n/a	485	n/a
Mathematics													
2017-18	515	545	**495**	427	473	539	-	-	-	-	n/a	463	n/a

Average ACT Score (Annual Graduates) *
All Subjects

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.6	22.4	**18.0**	16.3	17.0	20.7	-	-	-	*	n/a	16.4	n/a
English Language Arts													
2017-18	20.3	22.1	**17.5**	15.5	16.0	20.7	-	-	-	*	n/a	15.3	n/a
Mathematics													
2017-18	20.6	22.2	**18.3**	17.2	17.5	20.1	-	-	-	*	n/a	17.2	n/a
Science													
2017-18	20.9	22.6	**18.5**	16.5	17.7	21.0	-	-	-	*	n/a	17.0	n/a

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	40.0%	**36.3%**	39.6%	29.6%	41.7%	-	*	-	42.9%	15.0%	28.5%	37.5%
2016-17	37.1%	31.5%	**19.9%**	11.6%	20.9%	21.6%	-	*	-	0.0%	0.0%	12.1%	*
English Language Arts													
2017-18	17.3%	14.2%	**18.9%**	17.0%	13.9%	23.5%	-	*	-	28.6%	0.0%	11.0%	0.0%
2016-17	16.8%	13.0%	**13.6%**	7.3%	11.5%	17.3%	-	*	-	0.0%	0.0%	7.3%	*
Mathematics													
2017-18	20.7%	19.7%	**21.6%**	22.2%	16.3%	25.8%	-	*	-	42.9%	4.2%	13.7%	0.0%
2016-17	19.5%	18.1%	**13.0%**	7.9%	11.9%	15.5%	-	*	-	0.0%	0.0%	5.2%	*
Science													
2017-18	21.2%	20.8%	**16.1%**	21.7%	10.1%	20.8%	-	*	-	0.0%	17.0%	11.5%	0.0%
2016-17	5.7%	5.0%	**6.3%**	3.8%	4.4%	8.4%	-	*	-	0.0%	0.0%	1.2%	*
Social Studies													
2017-18	22.8%	19.8%	**17.5%**	12.5%	13.7%	21.8%	-	*	-	28.6%	0.0%	11.2%	0.0%
2016-17	21.8%	19.3%	**10.9%**	7.1%	10.2%	12.8%	-	*	-	0.0%	0.0%	5.5%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	51.6%	**47.4%**	44.4%	43.2%	53.8%	-	-	-	*	9.1%	43.8%	-
2015-16	54.7%	51.2%	**48.5%**	46.2%	41.9%	53.4%	-	-	-	*	36.4%	35.6%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	64.5%	**34.2%**	*	29.4%	47.1%	-	-	-	*	*	16.7%	-
2015-16	55.7%	63.4%	**41.3%**	40.0%	30.8%	46.4%	-	-	-	-	*	42.1%	-

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

Student Information	---------------- District ----------------		---------------- State -----------------	
	Count	Percent	Count	Percent
Total Students	1,501	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	1	0.1%	15,122	0.3%
Pre-Kindergarten	69	4.6%	238,810	4.4%
Kindergarten	102	6.8%	373,435	6.9%
Grade 1	114	7.6%	386,567	7.1%
Grade 2	95	6.3%	387,490	7.2%
Grade 3	112	7.5%	395,637	7.3%
Grade 4	98	6.5%	411,805	7.6%
Grade 5	124	8.3%	417,388	7.7%
Grade 6	120	8.0%	417,587	7.7%
Grade 7	99	6.6%	406,716	7.5%
Grade 8	134	8.9%	404,933	7.5%
Grade 9	113	7.5%	436,449	8.1%
Grade 10	123	8.2%	400,571	7.4%
Grade 11	99	6.6%	372,899	6.9%
Grade 12	98	6.5%	350,991	6.5%
Ethnic Distribution:				
African American	131	8.7%	684,349	12.6%
Hispanic	739	49.2%	2,847,629	52.6%
White	580	38.6%	1,484,069	27.4%
American Indian	3	0.2%	20,362	0.4%
Asian	12	0.8%	242,247	4.5%
Pacific Islander	1	0.1%	8,254	0.2%
Two or More Races	35	2.3%	129,490	2.4%
Economically Disadvantaged	1,081	72.0%	3,283,812	60.6%
Non-Educationally Disadvantaged	420	28.0%	2,132,588	39.4%
Section 504 Students	91	6.1%	354,440	6.5%
English Learners (EL)	78	5.2%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	45	2.7%	75,963	1.4%
Students w/ Dyslexia	46	3.1%	194,074	3.6%
At-Risk	773	51.5%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	132		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	54	40.9%	221,426	42.4%
Students with Physical Disabilities	30	22.7%	114,118	21.9%
Students with Autism	**	**	71,373	13.7%
Students with Behavioral Disabilities	35	26.5%	107,604	20.6%
Students with Non-Categorical Early Childhood	*	*	7,387	1.4%

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.0%	1.7%	11.1%	6.2%
Grade 1	5.7%	3.1%	15.4%	5.5%
Grade 2	5.0%	1.8%	0.0%	2.3%
Grade 3	2.2%	1.1%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.5%	0.0%	0.6%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.8%	0.6%	0.0%	0.6%
Grade 8	1.0%	0.4%	0.0%	0.7%
Grade 9	6.4%	7.2%	5.9%	12.7%

	---------- District ----------		----------- State -----------	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	6,321	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject		
(Derived from teacher responsibility records):		
Elementary:		
Kindergarten	16.7	18.9
Grade 1	18.7	18.8
Grade 2	18.6	18.7
Grade 3	18.7	18.9
Grade 4	19.6	19.2
Grade 5	24.8	21.2
Grade 6	21.5	20.4
Secondary:		
English/Language Arts	16.8	16.6
Foreign Languages	17.5	18.9
Mathematics	16.1	17.8
Science	20.0	18.9
Social Studies	19.5	19.3

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

Staff Information	--------------- District ---------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Total Staff	242.2	100.0%	719,502.5	100.0%
Professional Staff:	147.8	61.0%	461,380.1	64.1%
Teachers	111.8	46.2%	358,450.1	49.8%
Professional Support	20.4	8.4%	72,848.5	10.1%
Campus Administration (School Leadership)	11.6	4.8%	21,812.7	3.0%
Central Administration	4.0	1.7%	8,268.8	1.1%
Educational Aides:	23.0	9.5%	74,292.4	10.3%
Auxiliary Staff:	71.4	29.5%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4,414.0	n/a
Part-time	0.0	n/a	572.0	n/a
Counselors				
Full-time	5.0	n/a	12,433.0	n/a
Part-time	0.0	n/a	1,097.0	n/a
Total Minority Staff:	57.5	23.7%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	5.0	4.5%	37,875.6	10.6%
Hispanic	8.0	7.2%	99,261.7	27.7%
White	96.6	86.4%	209,288.6	58.4%
American Indian	0.0	0.0%	1,236.1	0.3%
Asian	0.0	0.0%	6,037.0	1.7%
Pacific Islander	0.0	0.0%	676.7	0.2%
Two or More Races	2.2	1.9%	4,074.5	1.1%
Males	31.5	28.2%	85,138.1	23.8%
Females	80.3	71.8%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	1.8%	4,932.1	1.4%
Bachelors	93.8	83.8%	263,991.5	73.6%
Masters	16.1	14.4%	87,059.6	24.3%
Doctorate	0.0	0.0%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	10.0	8.9%	24,953.3	7.0%
1-5 Years Experience	34.2	30.6%	103,762.4	28.9%
6-10 Years Experience	9.0	8.0%	68,136.0	19.0%
11-20 Years Experience	35.4	31.6%	105,158.7	29.3%
Over 20 Years Experience	23.2	20.8%	56,439.7	15.7%
Number of Students per Teacher	13.4	n/a	15.1	n/a

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.3	6.3
Average Years Experience of Principals with District	4.8	5.4
Average Years Experience of Assistant Principals	5.2	5.3
Average Years Experience of Assistant Principals with District	4.0	4.7
Average Years Experience of Teachers:	12.0	11.1
Average Years Experience of Teachers with District:	7.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$40,200	$47,218
1-5 Years Experience	$41,500	$50,408
6-10 Years Experience	$43,679	$52,786
11-20 Years Experience	$49,709	$56,041
Over 20 Years Experience	$55,285	$62,039
Average Actual Salaries (regular duties only):		
Teachers	$47,022	$54,122
Professional Support	$52,721	$64,069
Campus Administration (School Leadership)	$71,197	$78,947
Central Administration	$89,190	$103,400
Instructional Staff Percent:	61.5%	64.5%
Turnover Rate for Teachers:	25.7%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	17.2	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	4.0	411.6
Contracted Instructional Staff:	0.0	6,043.6

District Name: ROCKDALE ISD
County Name: MILAM
District Number: 166904

Program Information	---------------- District ----------------		---------------- State ----------------	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	78	5.2%	1,066,099	19.7%
Career & Technical Education	417	27.8%	1,424,391	26.3%
Gifted & Talented Education	75	5.0%	436,361	8.1%
Special Education	132	8.8%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	0.9%	23,092.5	6.4%
Career & Technical Education	8.5	7.6%	17,483.0	4.9%
Compensatory Education	8.3	7.4%	9,548.1	2.7%
Gifted & Talented Education	0.4	0.3%	7,164.0	2.0%
Regular Education	78.3	70.0%	255,885.2	71.4%
Special Education	9.3	8.3%	32,449.2	9.1%
Other	6.0	5.4%	12,828.0	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***'   Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-'   Indicates there are no students in the group.
'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 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **ROCKDALE ISD**

Campus Name: **ROCKDALE H S**

Campus Number: **166904001**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Social Studies

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: ROCKDALE ISD
Campus Name: ROCKDALE H S
Campus Number: 166904001

Total Students: 433
Grade Span: 09 - 12
School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	68%	**68%**	50%	69%	70%	*	-	*	*	15%	*	67%	71%	66%	40%
	2018	65%	69%	**69%**	57%	72%	68%	-	-	-	*	36%	*	71%	64%	63%	57%
At Meets Grade Level or Above	2019	50%	45%	**45%**	31%	44%	51%	*	-	*	*	0%	*	43%	57%	40%	27%
	2018	44%	43%	**43%**	36%	41%	48%	-	-	-	*	21%	*	46%	36%	35%	29%
At Masters Grade Level	2019	11%	7%	**7%**	0%	4%	15%	*	-	*	*	0%	*	8%	4%	3%	0%
	2018	7%	1%	**1%**	0%	1%	2%	-	-	-	*	0%	*	1%	2%	0%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	66%	**66%**	69%	61%	73%	-	-	-	*	20%	*	66%	63%	61%	40%
	2018	67%	66%	**66%**	80%	61%	70%	-	-	-	*	23%	-	70%	54%	61%	25%
At Meets Grade Level or Above	2019	49%	46%	**46%**	38%	45%	53%	-	-	-	*	10%	*	47%	43%	38%	10%
	2018	48%	48%	**48%**	30%	43%	58%	-	-	-	*	18%	-	54%	32%	46%	13%
At Masters Grade Level	2019	8%	1%	**1%**	0%	1%	2%	-	-	-	*	0%	*	2%	0%	1%	0%
	2018	8%	6%	**6%**	0%	1%	11%	-	-	-	*	0%	-	7%	0%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	78%	**70%**	43%	70%	75%	-	-	-	*	30%	*	70%	67%	72%	75%
	2018	83%	83%	**78%**	92%	78%	73%	-	-	-	*	55%	*	81%	72%	76%	50%
At Meets Grade Level or Above	2019	61%	52%	**33%**	14%	34%	33%	-	-	-	*	10%	*	31%	39%	32%	33%
	2018	55%	44%	**30%**	8%	30%	35%	-	-	-	*	20%	*	28%	33%	27%	20%
At Masters Grade Level	2019	37%	32%	**11%**	0%	11%	17%	-	-	-	*	10%	*	8%	22%	8%	8%
	2018	32%	18%	**11%**	0%	11%	14%	-	-	-	*	0%	*	10%	11%	8%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	80%	**80%**	77%	76%	85%	*	-	*	*	31%	*	79%	84%	78%	71%
	2018	87%	79%	**79%**	76%	76%	82%	-	-	-	*	46%	*	82%	70%	74%	30%
At Meets Grade Level or Above	2019	62%	47%	**47%**	31%	44%	54%	*	-	*	*	0%	*	46%	53%	41%	21%
	2018	59%	40%	**40%**	18%	33%	55%	-	-	-	*	14%	*	44%	30%	29%	20%
At Masters Grade Level	2019	25%	11%	**11%**	8%	8%	15%	*	-	*	*	0%	*	10%	16%	6%	0%
	2018	24%	9%	**9%**	0%	6%	15%	-	-	-	*	0%	*	8%	9%	3%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	88%	**88%**	86%	84%	91%	-	-	-	*	53%	*	88%	85%	88%	*
	2018	92%	92%	**92%**	82%	94%	93%	-	*	-	*	50%	-	91%	96%	86%	*
At Meets Grade Level or Above	2019	73%	71%	**71%**	57%	58%	83%	-	-	-	*	33%	*	72%	62%	69%	*
	2018	70%	61%	**61%**	27%	53%	74%	-	*	-	*	20%	-	62%	60%	53%	*
At Masters Grade Level	2019	45%	35%	**35%**	29%	28%	41%	-	-	-	*	7%	*	37%	23%	34%	*
	2018	40%	25%	**25%**	18%	15%	31%	-	*	-	*	0%	-	21%	36%	16%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	75%	**73%**	64%	71%	79%	*	-	*	88%	30%	100%	74%	72%	71%	58%
	2018	77%	73%	**76%**	77%	74%	78%	-	*	-	80%	41%	100%	78%	70%	71%	42%
At Meets Grade Level or Above	2019	50%	42%	**48%**	34%	45%	57%	*	-	*	75%	11%	80%	48%	50%	43%	24%
	2018	48%	39%	**44%**	23%	39%	56%	-	*	-	40%	18%	100%	47%	36%	37%	24%
At Masters Grade Level	2019	24%	16%	**12%**	5%	8%	18%	*	-	*	25%	3%	40%	12%	10%	9%	2%

District Name: ROCKDALE ISD
Campus Name: ROCKDALE H S
Campus Number: 166904001

Total Students: 433
Grade Span: 09 - 12
School Type: High 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	EL (Current & Monitored)
	2018	22%	13%	**9%**	3%	6%	14%	-	*	-	10%	0%	20%	9%	10%	5%	5%
All Grades ELA/Reading At Approaches Grade Level or Above	2019	75%	75%	**67%**	59%	65%	71%	*	-	*	*	18%	*	67%	67%	63%	40%
	2018	74%	73%	**68%**	67%	67%	69%	-	-	-	60%	28%	*	71%	59%	62%	40%
At Meets Grade Level or Above	2019	48%	44%	**46%**	34%	44%	52%	*	-	*	*	6%	*	45%	50%	39%	20%
	2018	46%	42%	**46%**	33%	42%	53%	-	-	-	20%	19%	*	50%	34%	40%	20%
At Masters Grade Level	2019	21%	15%	**4%**	0%	3%	8%	*	-	*	*	0%	*	5%	2%	2%	0%
	2018	19%	13%	**3%**	0%	1%	6%	-	-	-	0%	0%	*	4%	1%	2%	0%
All Grades Mathematics At Approaches Grade Level or Above	2019	82%	80%	**70%**	43%	70%	75%	-	-	-	*	30%	*	70%	67%	72%	75%
	2018	81%	78%	**78%**	92%	78%	73%	-	-	-	*	55%	*	81%	72%	76%	50%
At Meets Grade Level or Above	2019	52%	42%	**33%**	14%	34%	33%	-	-	-	*	10%	*	31%	39%	32%	33%
	2018	50%	39%	**30%**	8%	30%	35%	-	-	-	*	20%	*	28%	33%	27%	20%
At Masters Grade Level	2019	26%	18%	**11%**	0%	11%	17%	-	-	-	*	10%	*	8%	22%	8%	8%
	2018	24%	16%	**11%**	0%	11%	14%	-	-	-	*	0%	*	10%	11%	8%	10%
All Grades Science At Approaches Grade Level or Above	2019	81%	73%	**80%**	77%	76%	85%	*	-	*	*	31%	*	79%	84%	78%	71%
	2018	80%	74%	**79%**	76%	76%	82%	-	-	-	*	46%	*	82%	70%	74%	30%
At Meets Grade Level or Above	2019	54%	44%	**47%**	31%	44%	54%	*	-	*	*	0%	*	46%	53%	41%	21%
	2018	51%	37%	**40%**	18%	33%	55%	-	-	-	*	14%	*	44%	30%	29%	20%
At Masters Grade Level	2019	25%	15%	**11%**	8%	8%	15%	*	-	*	*	0%	*	10%	16%	6%	0%
	2018	23%	12%	**9%**	0%	6%	15%	-	-	-	*	0%	*	8%	9%	3%	0%
All Grades Social Studies At Approaches Grade Level or Above	2019	81%	72%	**88%**	86%	84%	91%	-	-	-	*	53%	*	88%	85%	88%	*
	2018	78%	73%	**92%**	82%	94%	93%	-	*	-	*	50%	-	91%	96%	86%	*
At Meets Grade Level or Above	2019	55%	44%	**71%**	57%	58%	83%	-	-	-	*	33%	*	72%	62%	69%	*
	2018	53%	38%	**61%**	27%	53%	74%	-	*	-	*	20%	-	62%	60%	53%	*
At Masters Grade Level	2019	33%	23%	**35%**	29%	28%	41%	-	-	-	*	7%	*	37%	23%	34%	*
	2018	31%	14%	**25%**	18%	15%	31%	-	*	-	*	0%	-	21%	36%	16%	*

District Name: ROCKDALE ISD
Campus Name: ROCKDALE H S
Campus Number: 166904001

Total Students: 433
Grade Span: 09 - 12
School Type: High School

School Progress Domain - Academic Growth Score by Grade and Subject

		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	EL (Current & Monitored)
End of Course English II	2019	69	78	**78**	92	76	79	-	-	-	*	71	*	77	85	77	90
	2018	67	79	**79**	60	82	82	-	-	-	*	54	-	82	66	80	*
End of Course Algebra I	2019	75	70	**60**	33	64	61	-	-	-	*	20	*	59	67	61	64
	2018	72	67	**57**	50	56	62	-	-	-	*	50	*	55	63	56	43
All Grades Both Subjects	2019	69	70	**72**	72	72	73	-	-	-	*	58	*	71	78	71	75
	2018	69	66	**68**	53	67	75	-	-	-	*	52	*	70	64	68	55
All Grades ELA/Reading	2019	68	70	**78**	92	76	79	-	-	-	*	71	*	77	85	77	90
	2018	69	69	**79**	60	82	82	-	-	-	*	54	-	82	66	80	*
All Grades Mathematics	2019	70	71	**60**	33	64	61	-	-	-	*	20	*	59	67	61	64
	2018	70	63	**57**	50	56	62	-	-	-	*	50	*	55	63	56	43

TEXAS EDUCATION AGENCY

District Name: ROCKDALE ISD
Campus Name: ROCKDALE H S
Campus Number: 166904001

Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 433
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)

Student Success Initiative

Grade 8 Reading
STAAR Met Standard (Non-Proficient in Previous Year)

Promoted to Grade 9	2019	13%	10%	**10%**	*	20%	*	-	-	-	-	*	11%	*

Grade 8 Mathematics
STAAR Met Standard (Non-Proficient in Previous Year)

Promoted to Grade 9	2019	50%	38%	**38%**	*	40%	*	-	-	-	-	*	29%	*

District Name: ROCKDALE ISD
Campus Name: ROCKDALE H S
Campus Number: 166904001

Total Students: 433
Grade Span: 09 - 12
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	75%	**73%**	-	-	-	-	-	49%	-	49%	-	49%	49%
	2018	77%	73%	**76%**	-	-	-	-	-	15%	-	15%	-	15%	15%
At Meets Grade Level or Above	2019	50%	42%	**48%**	-	-	-	-	-	12%	-	12%	-	12%	12%
	2018	48%	39%	**44%**	-	-	-	-	-	0%	-	0%	-	0%	0%
At Masters Grade Level	2019	24%	16%	**12%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	22%	13%	**9%**	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	**67%**	-	-	-	-	-	26%	-	26%	-	26%	26%
	2018	74%	73%	**68%**	-	-	-	-	-	14%	-	14%	-	14%	14%
At Meets Grade Level or Above	2019	48%	44%	**46%**	-	-	-	-	-	5%	-	5%	-	5%	5%
	2018	46%	42%	**46%**	-	-	-	-	-	0%	-	0%	-	0%	0%
At Masters Grade Level	2019	21%	15%	**4%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	13%	**3%**	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**70%**	-	-	-	-	-	63%	-	63%	-	63%	63%
	2018	81%	78%	**78%**	-	-	-	-	-	33%	-	33%	-	33%	33%
At Meets Grade Level or Above	2019	52%	42%	**33%**	-	-	-	-	-	25%	-	25%	-	25%	25%
	2018	50%	39%	**30%**	-	-	-	-	-	0%	-	0%	-	0%	0%
At Masters Grade Level	2019	26%	18%	**11%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	24%	16%	**11%**	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	73%	**80%**	-	-	-	-	-	70%	-	70%	-	70%	70%
	2018	80%	74%	**79%**	-	-	-	-	-	0%	-	0%	-	0%	0%
At Meets Grade Level or Above	2019	54%	44%	**47%**	-	-	-	-	-	10%	-	10%	-	10%	10%
	2018	51%	37%	**40%**	-	-	-	-	-	0%	-	0%	-	0%	0%
At Masters Grade Level	2019	25%	15%	**11%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	12%	**9%**	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	72%	**88%**	-	-	-	-	-	*	-	*	-	*	*
	2018	78%	73%	**92%**	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	55%	44%	**71%**	-	-	-	-	-	*	-	*	-	*	*
	2018	53%	38%	**61%**	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	33%	23%	**35%**	-	-	-	-	-	*	-	*	-	*	*
	2018	31%	14%	**25%**	-	-	-	-	-	*	-	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**72%**	-	-	-	-	-	71%	-	71%	-	71%	71%
	2018	69%	66%	**68%**	-	-	-	-	-	30%	-	30%	-	30%	30%
All Grades ELA/Reading	2019	68%	70%	**78%**	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	69%	**79%**	-	-	-	-	-	*	-	*	-	*	*
All Grades Mathematics	2019	70%	71%	**60%**	-	-	-	-	-	*	-	*	-	*	*
	2018	70%	63%	**57%**	-	-	-	-	-	*	-	*	-	*	*

District Name: ROCKDALE ISD
Campus Name: ROCKDALE H S
Campus Number: 166904001

Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 433
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**99%**	100%	100%	98%	*	-	*	100%	99%	99%	100%
Included in Accountability	94%	93%	**92%**	94%	92%	92%	*	-	*	80%	97%	93%	91%
Not Included in Accountability													
Mobile	4%	6%	**7%**	6%	8%	6%	*	-	*	20%	1%	6%	9%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%
Not Tested	1%	0%	**1%**	0%	0%	2%	*	-	*	0%	1%	1%	0%
Absent	1%	0%	**1%**	0%	0%	2%	*	-	*	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	99%	100%	100%
Included in Accountability	94%	96%	**96%**	89%	96%	98%	-	*	-	100%	94%	95%	77%
Not Included in Accountability													
Mobile	4%	4%	**4%**	11%	4%	2%	-	*	-	0%	5%	5%	23%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: ROCKDALE ISD
Campus Name: ROCKDALE H S
Campus Number: 166904001

Total Students: 433
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.8%	**94.4%**	94.8%	93.6%	95.0%	-	*	-	95.4%	92.2%	93.4%	96.1%
2016-17	95.7%	96.0%	**95.1%**	95.6%	94.4%	95.6%	-	*	-	95.1%	94.7%	94.2%	*
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.9%	**1.9%**	0.0%	2.4%	1.9%	-	*	-	0.0%	4.7%	1.7%	0.0%
2016-17	1.9%	2.4%	**2.4%**	0.0%	3.5%	1.9%	-	*	-	0.0%	0.0%	3.6%	14.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	90.7%	**90.7%**	100.0%	85.4%	91.8%	-	-	-	*	85.7%	86.2%	*
Received TxCHSE	0.4%	0.9%	**0.9%**	0.0%	0.0%	2.0%	-	-	-	*	0.0%	1.5%	*
Continued HS	3.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	5.7%	8.3%	**8.3%**	0.0%	14.6%	6.1%	-	-	-	*	14.3%	12.3%	*
Graduates and TxCHSE	90.4%	91.7%	**91.7%**	100.0%	85.4%	93.9%	-	-	-	*	85.7%	87.7%	*
Graduates, TxCHSE, and Continuers	94.3%	91.7%	**91.7%**	100.0%	85.4%	93.9%	-	-	-	*	85.7%	87.7%	*
Class of 2017													
Graduated	89.7%	96.9%	**96.9%**	100.0%	95.7%	97.5%	-	-	-	*	100.0%	96.0%	-
Received TxCHSE	0.4%	2.1%	**2.1%**	0.0%	2.2%	2.5%	-	-	-	*	0.0%	4.0%	-
Continued HS	4.0%	1.0%	**1.0%**	0.0%	2.2%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	5.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	90.1%	99.0%	**99.0%**	100.0%	97.8%	100.0%	-	-	-	*	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.9%	**95.9%**	100.0%	95.7%	95.1%	-	-	-	*	100.0%	94.1%	-
Received TxCHSE	0.6%	2.0%	**2.0%**	0.0%	2.2%	2.4%	-	-	-	*	0.0%	3.9%	-
Continued HS	1.1%	1.0%	**1.0%**	0.0%	0.0%	2.4%	-	-	-	*	0.0%	2.0%	-
Dropped Out	6.3%	1.0%	**1.0%**	0.0%	2.2%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	92.6%	98.0%	**98.0%**	100.0%	97.8%	97.6%	-	-	-	*	100.0%	98.0%	-
Graduates, TxCHSE, and Continuers	93.7%	99.0%	**99.0%**	100.0%	97.8%	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2016													
Graduated	91.6%	94.4%	**94.4%**	100.0%	91.2%	94.9%	-	-	-	*	92.3%	95.1%	*
Received TxCHSE	0.7%	1.9%	**1.9%**	0.0%	2.9%	1.7%	-	-	-	*	0.0%	1.6%	*
Continued HS	1.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.6%	3.7%	**3.7%**	0.0%	5.9%	3.4%	-	-	-	*	7.7%	3.3%	*
Graduates and TxCHSE	92.2%	96.3%	**96.3%**	100.0%	94.1%	96.6%	-	-	-	*	92.3%	96.7%	*
Graduates, TxCHSE, and Continuers	93.4%	96.3%	**96.3%**	100.0%	94.1%	96.6%	-	-	-	*	92.3%	96.7%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	94.4%	**94.4%**	100.0%	91.2%	94.9%	-	-	-	*	92.3%	95.1%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: ROCKDALE ISD
Campus Name: ROCKDALE H S
Campus Number: 166904001

Total Students: 433
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.9%	**1.9%**	0.0%	2.9%	1.7%	-	-	-	*	0.0%	1.6%	*
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.6%	3.7%	**3.7%**	0.0%	5.9%	3.4%	-	-	-	*	7.7%	3.3%	*
Graduates and TxCHSE	92.9%	96.3%	**96.3%**	100.0%	94.1%	96.6%	-	-	-	*	92.3%	96.7%	*
Graduates, TxCHSE, and Continuers	93.4%	96.3%	**96.3%**	100.0%	94.1%	96.6%	-	-	-	*	92.3%	96.7%	*
Class of 2015													
Graduated	91.8%	97.6%	**97.6%**	100.0%	100.0%	95.0%	*	-	-	*	100.0%	97.2%	*
Received TxCHSE	1.0%	0.8%	**0.8%**	0.0%	0.0%	1.7%	*	-	-	*	0.0%	1.4%	*
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.7%	1.6%	**1.6%**	0.0%	0.0%	3.3%	*	-	-	*	0.0%	1.4%	*
Graduates and TxCHSE	92.8%	98.4%	**98.4%**	100.0%	100.0%	96.7%	*	-	-	*	100.0%	98.6%	*
Graduates, TxCHSE, and Continuers	93.3%	98.4%	**98.4%**	100.0%	100.0%	96.7%	*	-	-	*	100.0%	98.6%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	87.5%	**87.5%**	100.0%	79.5%	90.0%	-	-	-	*	80.0%	81.2%	*
Class of 2017	89.7%	94.1%	**94.1%**	90.0%	93.6%	97.6%	-	-	-	*	90.9%	92.5%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	82.8%	**82.8%**	77.8%	76.7%	89.7%	-	-	-	*	30.0%	72.9%	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.0%	**2.0%**	11.8%	0.0%	0.0%	-	-	-	*	16.7%	1.8%	*
Class of 2017	6.0%	*	*****	-	*	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	**81.6%**	76.5%	85.7%	80.0%	-	-	-	*	16.7%	80.4%	*
Class of 2017	60.8%	*	*****	-	*	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	83.7%	**83.7%**	88.2%	85.7%	80.0%	-	-	-	*	33.3%	82.1%	*
Class of 2017	85.9%	83.0%	**83.0%**	77.8%	77.3%	89.7%	-	-	-	*	30.0%	72.9%	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.8%	**82.8%**	77.8%	76.7%	92.1%	-	-	-	*	27.3%	72.3%	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.0%	**2.0%**	11.8%	0.0%	0.0%	-	-	-	*	16.7%	1.9%	*
2016-17	7.2%	*	*****	-	*	*	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.8%	**81.8%**	76.5%	85.7%	80.4%	-	-	-	*	16.7%	80.8%	*
2016-17	56.5%	*	*****	-	*	*	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	83.8%	**83.8%**	88.2%	85.7%	80.4%	-	-	-	*	33.3%	82.7%	*
2016-17	84.0%	82.1%	**82.1%**	77.8%	77.3%	89.7%	-	-	-	*	27.3%	72.3%	-

TEXAS EDUCATION AGENCY

District Name: ROCKDALE ISD

Campus Name: ROCKDALE H S

Campus Number: 166904001

Texas Academic Performance Report

2018-19 Campus Graduation Profile

Total Students: 433

Grade Span: 09 - 12

School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	99	100.0%	99	347,893
By Ethnicity:				
African American	17	17.2%	17	43,502
Hispanic	35	35.4%	35	173,272
White	46	46.5%	46	107,052
American Indian	0	0.0%	0	1,226
Asian	0	0.0%	0	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	1	1.0%	1	6,724
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	5,855
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	3,538
Foundation H.S. Program (No Endorsement)	16	16.2%	16	49,432
Foundation H.S. Program (Endorsement)	2	2.0%	2	16,542
Foundation H.S. Program (DLA)	81	81.8%	81	272,526
Special Education Graduates	12	12.1%	12	25,962
Economically Disadvantaged Graduates	52	52.5%	52	166,956
LEP Graduates	1	1.0%	1	21,359
At-Risk Graduates	46	46.5%	46	144,805

TEXAS EDUCATION AGENCY

District Name: ROCKDALE ISD
Campus Name: ROCKDALE H S
Campus Number: 166904001

Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 433
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	60.6%	**60.6%**	35.3%	67.1%	65.2%	-	-	-	*	87.5%	54.8%	*
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	30.3%	**30.3%**	5.9%	40.0%	32.6%	-	-	-	*	0.0%	21.2%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	40.4%	**40.4%**	23.5%	51.4%	39.1%	-	-	-	*	8.3%	32.7%	*
Mathematics													
2017-18	46.0%	26.3%	**26.3%**	5.9%	31.4%	30.4%	-	-	-	*	0.0%	17.3%	*
Both Subjects													
2017-18	42.1%	24.2%	**24.2%**	5.9%	28.6%	28.3%	-	-	-	*	0.0%	13.5%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	12.1%	**12.1%**	0.0%	11.4%	17.4%	-	-	-	*	0.0%	3.8%	*
2016-17	19.9%	10.5%	**10.5%**	11.1%	4.5%	17.9%	-	-	-	*	0.0%	4.3%	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	8.1%	**8.1%**	0.0%	14.3%	6.5%	-	-	-	*	0.0%	9.6%	*
2016-17	20.1%	17.9%	**17.9%**	11.1%	11.4%	28.2%	-	-	-	*	0.0%	6.4%	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	39.4%	**39.4%**	29.4%	37.1%	44.6%	-	-	-	*	87.5%	39.4%	*
2016-17	13.2%	22.1%	**22.1%**	16.7%	25.0%	20.5%	-	-	-	*	18.2%	22.3%	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	9.1%	**9.1%**	0.0%	5.7%	15.2%	-	-	-	*	0.0%	5.8%	*
2016-17	2.7%	2.1%	**2.1%**	0.0%	4.5%	0.0%	-	-	-	*	0.0%	4.3%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.1%	**6.1%**	11.8%	2.9%	6.5%	-	-	-	*	50.0%	9.6%	*
2016-17	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	51.5%	**51.5%**	17.6%	57.1%	58.7%	-	-	-	*	50.0%	50.0%	*
2016-17	17.3%	41.1%	**41.1%**	33.3%	45.5%	38.5%	-	-	-	*	36.4%	40.4%	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

District Name: ROCKDALE ISD

Campus Name: ROCKDALE H S

Campus Number: 166904001

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 433

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.0%	**2.0%**	0.0%	2.9%	2.2%	-	-	-	*	0.0%	1.9%	*
2016-17	2.2%	1.1%	**1.1%**	0.0%	0.0%	2.6%	-	-	-	*	0.0%	0.0%	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.0%	**4.0%**	11.8%	2.9%	2.2%	-	-	-	*	33.3%	5.8%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: ROCKDALE ISD
Campus Name: ROCKDALE H S
Campus Number: 166904001

Total Students: 433
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	28.3%	**28.3%**	23.5%	34.3%	26.1%	-	-	-	*	0.0%	21.2%	*
2016-17	23.4%	20.0%	**20.0%**	22.2%	27.3%	12.8%	-	-	-	*	9.1%	14.9%	-
Mathematics													
2017-18	23.7%	19.2%	**19.2%**	5.9%	25.7%	19.6%	-	-	-	*	0.0%	13.5%	*
2016-17	19.8%	3.2%	**3.2%**	0.0%	6.8%	0.0%	-	-	-	*	0.0%	2.1%	-
Both Subjects													
2017-18	18.1%	17.2%	**17.2%**	5.9%	22.9%	17.4%	-	-	-	*	0.0%	9.6%	*
2016-17	12.9%	3.2%	**3.2%**	0.0%	6.8%	0.0%	-	-	-	*	0.0%	2.1%	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	61.6%	**61.6%**	29.4%	65.7%	69.6%	-	-	-	*	58.3%	57.7%	*
2016-17	50.5%	95.8%	**95.8%**	100.0%	100.0%	92.3%	-	-	-	*	90.9%	100.0%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Mathematics													
2017-18	3.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	1.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Both Subjects													
2017-18	0.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	38.6%	**38.6%**	36.0%	38.2%	39.0%	-	*	-	*	n/a	30.8%	n/a
2017	26.2%	25.9%	**25.9%**	13.6%	23.2%	33.3%	-	-	-	*	n/a	19.2%	n/a
English Language Arts													
2018	15.3%	30.0%	**30.0%**	28.0%	25.0%	33.3%	-	*	-	*	n/a	21.4%	n/a
2017	15.9%	18.0%	**18.0%**	9.1%	15.9%	23.5%	-	-	-	*	n/a	14.1%	n/a
Mathematics													
2018	7.3%	7.1%	**7.1%**	4.0%	7.9%	7.6%	-	*	-	*	n/a	3.4%	n/a
2017	7.2%	4.8%	**4.8%**	4.5%	3.7%	6.2%	-	-	-	*	n/a	3.0%	n/a
Science													
2018	10.8%	3.8%	**3.8%**	0.0%	2.6%	5.7%	-	*	-	*	n/a	1.7%	n/a
2017	10.9%	9.0%	**9.0%**	4.5%	2.4%	17.3%	-	-	-	*	n/a	2.0%	n/a
Social Studies													
2018	14.5%	27.6%	**27.6%**	20.0%	25.0%	30.5%	-	*	-	*	n/a	22.2%	n/a
2017	15.0%	11.1%	**11.1%**	4.5%	12.2%	12.3%	-	-	-	*	n/a	8.1%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	11.1%	**11.1%**	0.0%	20.7%	7.3%	-	-	-	*	n/a	16.7%	n/a
2017	49.1%	28.6%	**28.6%**	*	10.5%	40.7%	-	-	-	-	n/a	10.5%	n/a
English Language Arts													
2018	42.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2017	41.3%	8.8%	**8.8%**	*	7.7%	10.5%	-	-	-	-	n/a	0.0%	n/a
Mathematics													
2018	52.8%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	*	n/a

TEXAS EDUCATION AGENCY

District Name: ROCKDALE ISD

Campus Name: ROCKDALE H S

Campus Number: 166904001

Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 433

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	n/a	*	n/a
Science													
2018	38.0%	25.0%	**25.0%**	-	*	33.3%	-	-	-	-	n/a	*	n/a
2017	38.3%	47.1%	**47.1%**	*	*	57.1%	-	-	-	-	n/a	*	n/a
Social Studies													
2018	44.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2017	41.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a

SAT/ACT Results (Annual Graduates) ***
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	74.6%	55.6%	**55.6%**	70.6%	62.9%	43.5%	-	-	-	*	n/a	51.8%	n/a
2016-17	73.5%	63.2%	**63.2%**	66.7%	50.0%	74.4%	-	-	-	100.0%	n/a	56.3%	n/a
At/Above Criterion													
2017-18	37.9%	23.6%	**23.6%**	0.0%	9.1%	55.0%	-	-	-	*	n/a	6.9%	n/a

Average SAT Score (Annual Graduates) ***
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	1036	1009	**1009**	884	973	1087	-	-	-	-	n/a	948	n/a
English Language Arts and Writing													
2017-18	521	514	**514**	457	500	548	-	-	-	-	n/a	485	n/a
Mathematics													
2017-18	515	495	**495**	427	473	539	-	-	-	-	n/a	463	n/a

Average ACT Score (Annual Graduates) ***
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.6	18.0	**18.0**	16.3	17.0	20.7	-	-	-	*	n/a	16.4	n/a
English Language Arts													
2017-18	20.3	17.5	**17.5**	15.5	16.0	20.7	-	-	-	*	n/a	15.3	n/a
Mathematics													
2017-18	20.6	18.3	**18.3**	17.2	17.5	20.1	-	-	-	*	n/a	17.2	n/a
Science													
2017-18	20.9	18.5	**18.5**	16.5	17.7	21.0	-	-	-	*	n/a	17.0	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

District Name: ROCKDALE ISD
Campus Name: ROCKDALE H S
Campus Number: 166904001

Total Students: 433
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.3%	**36.3%**	39.6%	29.6%	41.7%	-	*	-	42.9%	15.0%	28.5%	37.5%
2016-17	37.1%	19.9%	**19.9%**	11.6%	20.9%	21.6%	-	*	-	0.0%	0.0%	12.1%	*
English Language Arts													
2017-18	17.3%	18.9%	**18.9%**	17.0%	13.9%	23.5%	-	*	-	28.6%	0.0%	11.0%	0.0%
2016-17	16.8%	13.6%	**13.6%**	7.3%	11.5%	17.3%	-	*	-	0.0%	0.0%	7.3%	*
Mathematics													
2017-18	20.7%	21.6%	**21.6%**	22.2%	16.3%	25.8%	-	*	-	42.9%	4.2%	13.7%	0.0%
2016-17	19.5%	13.0%	**13.0%**	7.9%	11.9%	15.5%	-	*	-	0.0%	0.0%	5.2%	*
Science													
2017-18	21.2%	16.1%	**16.1%**	21.7%	10.1%	20.8%	-	*	-	0.0%	17.0%	11.5%	0.0%
2016-17	5.7%	6.3%	**6.3%**	3.8%	4.4%	8.4%	-	*	-	0.0%	0.0%	1.2%	*
Social Studies													
2017-18	22.8%	17.5%	**17.5%**	12.5%	13.7%	21.8%	-	*	-	28.6%	0.0%	11.2%	0.0%
2016-17	21.8%	10.9%	**10.9%**	7.1%	10.2%	12.8%	-	*	-	0.0%	0.0%	5.5%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	47.4%	**47.4%**	44.4%	43.2%	53.8%	-	-	-	*	9.1%	43.8%	-
2015-16	54.7%	48.5%	**48.5%**	46.2%	41.9%	53.4%	-	-	-	*	36.4%	35.6%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	34.2%	**34.2%**	*	29.4%	47.1%	-	-	-	*	*	16.7%	-
2015-16	55.7%	41.3%	**41.3%**	40.0%	30.8%	46.4%	-	-	-	-	*	42.1%	-

District Name: ROCKDALE ISD

Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 433

Campus Name: ROCKDALE H S

Grade Span: 09 - 12

Campus Number: 166904001

School Type: High School

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Total Students	433	100.0%	1,501	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	4.6%	4.4%
Kindergarten	0	0.0%	6.8%	6.9%
Grade 1	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	6.3%	7.2%
Grade 3	0	0.0%	7.5%	7.3%
Grade 4	0	0.0%	6.5%	7.6%
Grade 5	0	0.0%	8.3%	7.7%
Grade 6	0	0.0%	8.0%	7.7%
Grade 7	0	0.0%	6.6%	7.5%
Grade 8	0	0.0%	8.9%	7.5%
Grade 9	113	26.1%	7.5%	8.1%
Grade 10	123	28.4%	8.2%	7.4%
Grade 11	99	22.9%	6.6%	6.9%
Grade 12	98	22.6%	6.5%	6.5%
Ethnic Distribution:				
African American	41	9.5%	8.7%	12.6%
Hispanic	191	44.1%	49.2%	52.6%
White	189	43.6%	38.6%	27.4%
American Indian	1	0.2%	0.2%	0.4%
Asian	1	0.2%	0.8%	4.5%
Pacific Islander	1	0.2%	0.1%	0.2%
Two or More Races	9	2.1%	2.3%	2.4%
Economically Disadvantaged	279	64.4%	72.0%	60.6%
Non-Educationally Disadvantaged	154	35.6%	28.0%	39.4%
Section 504 Students	36	8.3%	6.1%	6.5%
English Learners (EL)	12	2.8%	5.2%	19.5%
Students w/ Disciplinary Placements (2017-18)	31	6.3%	2.7%	1.4%
Students w/ Dyslexia	21	4.8%	3.1%	3.6%
At-Risk	255	58.9%	51.5%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	48			
By Type of Primary Disability				
Students with Intellectual Disabilities	28	58.3%	40.9%	42.4%
Students with Physical Disabilities	0	0.0%	22.7%	21.9%
Students with Autism	5	10.4%	**	13.7%
Students with Behavioral Disabilities	15	31.3%	26.5%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2017-18):				
Total Mobile Students	70	14.3%	12.6%	15.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

District Name: ROCKDALE ISD
Campus Name: ROCKDALE H S
Campus Number: 166904001

Total Students: 433
Grade Span: 09 - 12
School Type: High School

Student Information	--------------- Campus ---------------		District	State
	Count	Percent		
By Ethnicity:				
African American	12	2.5%		
Hispanic	38	7.8%		
White	20	4.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	--------Non-Special Education Rates--------			--------Special Education Rates--------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.7%	-	11.1%	6.2%
Grade 1	-	5.7%	3.1%	-	15.4%	5.5%
Grade 2	-	5.0%	1.8%	-	0.0%	2.3%
Grade 3	-	2.2%	1.1%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.5%	-	0.0%	0.6%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.8%	0.6%	-	0.0%	0.6%
Grade 8	-	1.0%	0.4%	-	0.0%	0.7%
Grade 9	6.4%	6.4%	7.2%	5.9%	5.9%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject			
(Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	16.7	18.9
Grade 1	-	18.7	18.8
Grade 2	-	18.6	18.7
Grade 3	-	18.7	18.9
Grade 4	-	19.6	19.2
Grade 5	-	24.8	21.2
Grade 6	-	21.5	20.4
Secondary:			
English/Language Arts	18.3	16.8	16.6
Foreign Languages	17.5	17.5	18.9
Mathematics	17.7	16.1	17.8
Science	18.6	20.0	18.9
Social Studies	18.7	19.5	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: ROCKDALE ISD

Campus Name: ROCKDALE H S

Campus Number: 166904001

Total Students: 433

Grade Span: 09 - 12

School Type: High School

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	52.6	100.0%	100.0%	100.0%
Professional Staff:	47.6	90.5%	61.0%	64.1%
Teachers	39.2	74.5%	46.2%	49.8%
Professional Support	4.3	8.2%	8.4%	10.1%
Campus Administration (School Leadership)	4.1	7.8%	4.8%	3.0%
Educational Aides:	5.0	9.5%	9.5%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	2.0	n/a	5.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	11.7	22.3%	23.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.8	9.7%	4.5%	10.6%
Hispanic	4.7	12.1%	7.2%	27.7%
White	29.5	75.4%	86.4%	58.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.1	2.9%	1.9%	1.1%
Males	20.3	51.9%	28.2%	23.8%
Females	18.8	48.1%	71.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	5.1%	1.8%	1.4%
Bachelors	29.2	74.5%	83.8%	73.6%
Masters	8.0	20.4%	14.4%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.1%	8.9%	7.0%
1-5 Years Experience	14.2	36.2%	30.6%	28.9%
6-10 Years Experience	1.9	4.8%	8.0%	19.0%
11-20 Years Experience	13.4	34.3%	31.6%	29.3%
Over 20 Years Experience	7.7	19.7%	20.8%	15.7%
Number of Students per Teacher	11.1	n/a	13.4	15.1

District Name: ROCKDALE ISD

Campus Name: ROCKDALE H S

Campus Number: 166904001

Texas Academic Performance Report

2018-19 Campus Staff Information

Total Students: 433

Grade Span: 09 - 12

School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	5.3	6.3
Average Years Experience of Principals with District	5.0	4.8	5.4
Average Years Experience of Assistant Principals	6.5	5.2	5.3
Average Years Experience of Assistant Principals with District	6.5	4.0	4.7
Average Years Experience of Teachers:	11.9	12.0	11.1
Average Years Experience of Teachers with District:	5.0	7.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$40,200	$40,200	$47,218
1-5 Years Experience	$41,596	$41,500	$50,408
6-10 Years Experience	$43,118	$43,679	$52,786
11-20 Years Experience	$52,227	$49,709	$56,041
Over 20 Years Experience	$56,779	$55,285	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$48,231	$47,022	$54,122
Professional Support	$50,930	$52,721	$64,069
Campus Administration (School Leadership)	$75,826	$71,197	$78,947
Instructional Staff Percent:	n/a	61.5%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: ROCKDALE ISD
Campus Name: ROCKDALE H S
Campus Number: 166904001

Total Students: 433
Grade Span: 09 - 12
School Type: High School

Program Information	--------------- Campus ---------------		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	12	2.8%	5.2%	19.7%
Career & Technical Education	416	96.1%	27.8%	26.3%
Gifted & Talented Education	23	5.3%	5.0%	8.1%
Special Education	48	11.1%	8.8%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.2%	0.9%	6.4%
Career & Technical Education	8.5	21.6%	7.6%	4.9%
Compensatory Education	0.0	0.0%	7.4%	2.7%
Gifted & Talented Education	0.3	0.7%	0.3%	2.0%
Regular Education	22.6	57.6%	70.0%	71.4%
Special Education	3.1	7.8%	8.3%	9.1%
Other	4.7	12.0%	5.4%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***'   Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-'   Indicates there are no students in the group.
'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 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **ROCKDALE ISD**

Campus Name: **ROCKDALE J H**

Campus Number: **166904041**

2019 Accountability Rating: **C**

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TEXAS EDUCATION AGENCY

District Name: ROCKDALE ISD
Campus Name: ROCKDALE J H
Campus Number: 166904041

Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 353
Grade Span: 06 - 08
School Type: Middle

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: ROCKDALE ISD
Campus Name: ROCKDALE J H
Campus Number: 166904041

Total Students: 353
Grade Span: 06 - 08
School Type: Middle

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

		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	EL (Current & Monitored)
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	65%	**65%**	73%	63%	67%	-	*	-	*	*	*	66%	60%	57%	50%
	2018	69%	61%	**61%**	78%	59%	61%	-	*	-	*	25%	*	64%	55%	56%	40%
At Meets Grade Level or Above	2019	37%	27%	**27%**	18%	22%	36%	-	*	-	*	*	*	28%	24%	19%	0%
	2018	39%	23%	**23%**	22%	17%	29%	-	*	-	*	13%	*	21%	27%	17%	10%
At Masters Grade Level	2019	18%	10%	**10%**	9%	5%	17%	-	*	-	*	*	*	10%	12%	6%	0%
	2018	19%	7%	**7%**	0%	4%	10%	-	*	-	*	0%	*	6%	9%	3%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	86%	**86%**	92%	89%	75%	-	*	-	*	*	*	85%	88%	85%	100%
	2018	77%	72%	**72%**	45%	71%	81%	-	*	-	*	40%	*	71%	73%	67%	50%
At Meets Grade Level or Above	2019	47%	34%	**34%**	25%	23%	50%	-	*	-	*	*	*	37%	24%	26%	0%
	2018	44%	29%	**29%**	27%	22%	41%	-	*	-	*	40%	*	29%	31%	26%	17%
At Masters Grade Level	2019	21%	9%	**9%**	0%	2%	22%	-	*	-	*	*	*	10%	8%	2%	0%
	2018	18%	7%	**7%**	9%	2%	13%	-	*	-	*	0%	*	6%	12%	3%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	82%	**82%**	82%	80%	87%	-	*	-	*	56%	*	82%	82%	77%	70%
	2018	74%	68%	**68%**	56%	71%	65%	-	*	-	-	0%	*	74%	48%	59%	54%
At Meets Grade Level or Above	2019	49%	43%	**43%**	36%	41%	45%	-	*	-	*	22%	*	44%	36%	38%	20%
	2018	48%	40%	**40%**	33%	37%	43%	-	*	-	-	0%	*	41%	38%	31%	8%
At Masters Grade Level	2019	29%	24%	**24%**	27%	18%	32%	-	*	-	*	0%	*	26%	18%	22%	10%
	2018	29%	20%	**20%**	22%	19%	22%	-	*	-	-	0%	*	19%	24%	12%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	79%	**79%**	45%	78%	90%	-	*	-	*	44%	*	81%	73%	74%	90%
	2018	72%	70%	**70%**	50%	72%	71%	-	*	-	-	27%	*	71%	67%	62%	64%
At Meets Grade Level or Above	2019	43%	34%	**34%**	18%	31%	45%	-	*	-	*	33%	*	36%	27%	29%	20%
	2018	40%	34%	**34%**	20%	33%	37%	-	*	-	-	9%	*	32%	40%	23%	21%
At Masters Grade Level	2019	17%	9%	**9%**	9%	2%	16%	-	*	-	*	0%	*	8%	9%	6%	10%
	2018	18%	16%	**16%**	0%	15%	19%	-	*	-	-	0%	*	16%	17%	11%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	73%	**73%**	73%	67%	84%	-	*	-	*	33%	*	75%	68%	68%	60%
	2018	69%	64%	**64%**	40%	64%	68%	-	*	-	-	0%	*	68%	50%	51%	43%
At Meets Grade Level or Above	2019	42%	31%	**31%**	36%	20%	45%	-	*	-	*	22%	*	33%	23%	23%	10%
	2018	43%	39%	**39%**	30%	41%	36%	-	*	-	-	0%	*	37%	43%	31%	21%
At Masters Grade Level	2019	18%	11%	**11%**	9%	6%	16%	-	*	-	*	0%	*	11%	9%	6%	0%
	2018	15%	11%	**11%**	0%	13%	12%	-	*	-	-	0%	*	11%	13%	9%	0%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	83%	**83%**	64%	85%	85%	-	*	-	*	20%	*	83%	84%	77%	71%
	2018	86%	86%	**86%**	80%	87%	85%	*	-	*	*	*	*	87%	83%	83%	67%
At Meets Grade Level or Above	2019	55%	50%	**50%**	45%	46%	56%	-	*	-	*	10%	*	46%	61%	40%	29%
	2018	49%	46%	**46%**	40%	45%	48%	*	-	*	*	*	*	49%	38%	42%	17%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: ROCKDALE ISD
Campus Name: ROCKDALE J H
Campus Number: 166904041

Total Students: 353
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	28%	22%	**22%**	27%	18%	25%	-	*	-	*	0%	*	16%	42%	20%	14%
	2018	27%	21%	**21%**	10%	23%	20%	*	-	*	*	*	*	24%	13%	20%	0%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	78%	**78%**	70%	82%	74%	-	-	-	*	20%	*	79%	73%	76%	75%
	2018	86%	79%	**79%**	67%	81%	79%	-	-	-	*	*	*	78%	82%	74%	80%
At Meets Grade Level or Above	2019	57%	34%	**34%**	20%	33%	36%	-	-	-	*	20%	*	33%	36%	28%	33%
	2018	51%	24%	**24%**	17%	26%	21%	-	-	-	*	*	*	24%	24%	23%	60%
At Masters Grade Level	2019	17%	1%	**1%**	0%	2%	0%	-	-	-	*	10%	*	0%	5%	1%	8%
	2018	15%	0%	**0%**	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	72%	**72%**	55%	74%	73%	-	*	-	*	20%	*	71%	77%	66%	64%
	2018	76%	70%	**70%**	60%	69%	73%	*	-	*	*	*	*	72%	65%	60%	43%
At Meets Grade Level or Above	2019	51%	46%	**46%**	27%	48%	46%	-	*	-	*	10%	*	44%	53%	37%	29%
	2018	52%	41%	**41%**	10%	33%	55%	*	-	*	*	*	*	40%	43%	28%	0%
At Masters Grade Level	2019	25%	18%	**18%**	9%	15%	21%	-	*	-	*	0%	*	15%	30%	11%	7%
	2018	28%	21%	**21%**	10%	17%	28%	*	-	*	*	*	*	22%	17%	15%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	59%	**59%**	36%	57%	63%	-	*	-	*	10%	*	56%	67%	50%	36%
	2018	65%	52%	**52%**	40%	52%	58%	*	-	*	*	*	*	54%	48%	43%	14%
At Meets Grade Level or Above	2019	37%	23%	**23%**	18%	18%	29%	-	*	-	*	10%	*	16%	47%	16%	21%
	2018	36%	14%	**14%**	0%	15%	15%	*	-	*	*	*	*	13%	17%	13%	0%
At Masters Grade Level	2019	21%	13%	**13%**	18%	7%	17%	-	*	-	*	0%	*	8%	27%	7%	0%
	2018	21%	3%	**3%**	0%	2%	5%	*	-	*	*	*	*	4%	0%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	78%	**100%**	*	100%	100%	-	*	-	-	-	-	100%	100%	100%	*
	2018	83%	83%	**97%**	*	94%	100%	*	-	*	-	-	-	97%	100%	96%	*
At Meets Grade Level or Above	2019	61%	52%	**100%**	*	100%	100%	-	*	-	-	-	-	100%	100%	100%	*
	2018	55%	44%	**87%**	*	94%	88%	*	-	*	-	-	-	87%	86%	83%	*
At Masters Grade Level	2019	37%	32%	**84%**	*	88%	77%	-	*	-	-	-	-	77%	100%	87%	*
	2018	32%	18%	**42%**	*	44%	50%	*	-	*	-	-	-	42%	43%	43%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	75%	**76%**	66%	76%	77%	-	92%	-	81%	27%	57%	76%	76%	70%	68%
	2018	77%	73%	**70%**	58%	70%	72%	*	100%	*	57%	22%	78%	72%	64%	62%	51%
At Meets Grade Level or Above	2019	50%	42%	**38%**	28%	33%	45%	-	85%	-	38%	16%	29%	37%	41%	30%	21%
	2018	48%	39%	**35%**	25%	33%	39%	*	100%	*	29%	11%	33%	35%	36%	28%	17%
At Masters Grade Level	2019	24%	16%	**15%**	13%	11%	21%	-	85%	-	6%	1%	7%	13%	22%	11%	8%
	2018	22%	13%	**14%**	6%	12%	17%	*	60%	*	0%	0%	11%	14%	13%	10%	1%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	**77%**	73%	75%	80%	-	80%	-	67%	32%	60%	77%	76%	70%	65%
	2018	74%	73%	**72%**	71%	72%	70%	*	*	*	*	19%	*	75%	61%	66%	52%
At Meets Grade Level or Above	2019	48%	44%	**40%**	33%	36%	47%	-	80%	-	33%	14%	40%	39%	42%	32%	18%
	2018	46%	42%	**37%**	32%	34%	41%	*	*	*	*	5%	*	38%	35%	31%	10%
At Masters Grade Level	2019	21%	15%	**19%**	21%	13%	24%	-	80%	-	0%	0%	20%	17%	26%	15%	9%
	2018	19%	13%	**17%**	11%	16%	18%	*	*	*	*	0%	*	17%	16%	12%	3%

Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: ROCKDALE ISD
Campus Name: ROCKDALE J H
Campus Number: 166904041

Total Students: 353
Grade Span: 06 - 08
School Type: Middle

		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	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**83%**	71%	85%	82%	-	100%	-	100%	30%	80%	83%	81%	80%	88%
	2018	81%	78%	**76%**	58%	76%	79%	*	*	*	*	32%	*	76%	75%	70%	63%
At Meets Grade Level or Above	2019	52%	42%	**40%**	24%	35%	50%	-	80%	-	50%	22%	40%	41%	37%	32%	24%
	2018	50%	39%	**37%**	29%	34%	41%	*	*	*	*	20%	*	37%	38%	30%	28%
At Masters Grade Level	2019	26%	18%	**14%**	6%	10%	19%	-	80%	-	0%	4%	0%	12%	18%	9%	12%
	2018	24%	16%	**13%**	3%	11%	18%	*	*	*	*	0%	*	13%	14%	10%	0%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	62%	**73%**	73%	67%	84%	-	*	-	*	33%	*	75%	68%	68%	60%
	2018	66%	62%	**64%**	40%	64%	68%	-	*	-	-	0%	*	68%	50%	51%	43%
At Meets Grade Level or Above	2019	38%	22%	**31%**	36%	20%	45%	-	*	-	*	22%	*	33%	23%	23%	10%
	2018	41%	33%	**39%**	30%	41%	36%	-	*	-	-	0%	*	37%	43%	31%	21%
At Masters Grade Level	2019	14%	6%	**11%**	9%	6%	16%	-	*	-	*	0%	*	11%	9%	6%	0%
	2018	13%	7%	**11%**	0%	13%	12%	-	*	-	-	0%	*	11%	13%	9%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	73%	**72%**	55%	74%	73%	-	*	-	*	20%	*	71%	77%	66%	64%
	2018	80%	74%	**70%**	60%	69%	73%	*	-	*	*	*	*	72%	65%	60%	43%
At Meets Grade Level or Above	2019	54%	44%	**46%**	27%	48%	46%	-	*	-	*	10%	*	44%	53%	37%	29%
	2018	51%	37%	**41%**	10%	33%	55%	*	-	*	*	*	*	40%	43%	28%	0%
At Masters Grade Level	2019	25%	15%	**18%**	9%	15%	21%	-	*	-	*	0%	*	15%	30%	11%	7%
	2018	23%	12%	**21%**	10%	17%	28%	*	-	*	*	*	*	22%	17%	15%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	72%	**59%**	36%	57%	63%	-	*	-	*	10%	*	56%	67%	50%	36%
	2018	78%	73%	**52%**	40%	52%	58%	*	-	*	*	*	*	54%	48%	43%	14%
At Meets Grade Level or Above	2019	55%	44%	**23%**	18%	18%	29%	-	*	-	*	10%	*	16%	47%	16%	21%
	2018	53%	38%	**14%**	0%	15%	15%	*	-	*	*	*	*	13%	17%	13%	0%
At Masters Grade Level	2019	33%	23%	**13%**	18%	7%	17%	-	*	-	*	0%	*	8%	27%	7%	0%
	2018	31%	14%	**3%**	0%	2%	5%	*	-	*	*	*	*	4%	0%	1%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: ROCKDALE ISD
Campus Name: ROCKDALE J H
Campus Number: 166904041

Total Students: 353
Grade Span: 06 - 08
School Type: Middle

School Progress Domain - Academic Growth Score by Grade and Subject

		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	EL (Current & Monitored)
Grade 6 ELA/Reading	2019	42	32	**32**	36	25	39	-	*	-	*	*	*	29	41	26	31
	2018	47	29	**29**	22	28	30	-	*	-	*	31	*	30	26	28	25
Grade 6 Mathematics	2019	54	42	**42**	58	35	47	-	*	-	*	*	*	40	50	40	20
	2018	56	29	**29**	14	34	26	-	*	-	*	30	*	25	40	32	33
Grade 7 ELA/Reading	2019	77	89	**89**	100	88	85	-	*	-	*	83	*	92	80	91	95
	2018	76	72	**72**	72	76	68	-	*	-	-	44	*	75	62	69	85
Grade 7 Mathematics	2019	63	72	**72**	73	67	77	-	*	-	*	78	*	74	63	70	80
	2018	67	69	**69**	45	76	64	-	*	-	-	50	*	71	59	65	79
Grade 8 ELA/Reading	2019	77	76	**76**	60	71	86	-	*	-	*	80	*	73	89	79	79
	2018	79	85	**85**	100	82	83	*	-	*	*	*	*	86	81	87	100
Grade 8 Mathematics	2019	84	82	**82**	65	88	78	-	*	-	*	70	*	80	89	86	82
	2018	81	81	**81**	100	75	82	-	-	-	*	*	-	79	84	80	80
End of Course Algebra I	2019	75	70	**90**	-	100	77	-	*	-	-	-	-	86	100	93	*
	2018	72	67	**91**	*	94	94	*	-	*	-	-	-	92	86	89	*
All Grades Both Subjects	2019	69	70	**65**	65	61	70	-	80	-	63	72	75	63	70	63	67
	2018	69	66	**63**	57	64	62	*	*	*	40	40	70	64	59	62	65
All Grades ELA/Reading	2019	68	70	**64**	66	59	71	-	80	-	58	75	60	63	71	63	72
	2018	69	69	**64**	66	63	63	*	*	*	*	36	*	65	58	63	67
All Grades Mathematics	2019	70	71	**65**	65	63	68	-	80	-	67	70	90	64	68	64	63
	2018	70	63	**61**	48	64	61	*	*	*	*	44	*	62	61	60	63

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

District Name: ROCKDALE ISD
Campus Name: ROCKDALE J H
Campus Number: 166904041

Total Students: 353
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Reading	2019	41%	47%	**48%**	30%	45%	59%	-	-	-	*	26%	45%	33%
	2018	38%	46%	**39%**	45%	39%	36%	*	-	-	-	*	38%	*
Mathematics	2019	45%	53%	**49%**	31%	56%	45%	-	-	-	*	12%	50%	80%
	2018	47%	45%	**41%**	*	43%	42%	-	-	-	*	*	34%	*

Student Success Initiative

Grade 5 Mathematics
STAAR Met Standard (Non-Proficient in Previous Year)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Promoted to Grade 6	2019	24%	*	*	-	*	*	-	-	-	-	-	*	-

Grade 8 Reading
Students Meeting Approaches Grade Level on First STAAR Administration

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2019	78%	73%	**73%**	55%	73%	77%	-	*	-	*	11%	64%	60%

Students Requiring Accelerated Instruction

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2019	22%	27%	**27%**	45%	27%	23%	-	*	-	*	89%	36%	40%

STAAR Cumulative Met Standard

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2019	85%	83%	**83%**	64%	85%	85%	-	*	-	*	11%	77%	60%

STAAR Non-Proficient Students Promoted by Grade Placement Committee

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2018	99%	92%	**92%**	*	100%	*	-	-	-	*	*	91%	*

STAAR Met Standard (Non-Proficient in Previous Year)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Retained in Grade 8	2019	38%	*	*	-	-	*	-	-	-	-	-	*	-

Grade 8 Mathematics
Students Meeting Approaches Grade Level on First STAAR Administration

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2019	82%	71%	**71%**	50%	80%	67%	-	-	-	*	11%	68%	80%

Students Requiring Accelerated Instruction

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2019	18%	29%	**29%**	50%	20%	33%	-	-	-	*	89%	32%	20%

STAAR Cumulative Met Standard

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2019	88%	78%	**78%**	70%	82%	74%	-	-	-	*	11%	76%	80%

STAAR Non-Proficient Students Promoted by Grade Placement Committee

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2018	98%	90%	**90%**	*	100%	*	-	-	-	*	*	89%	*

STAAR Met Standard (Non-Proficient in Previous Year)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Retained in Grade 8	2019	56%	*	*	-	-	*	-	-	-	-	-	*	-

District Name: ROCKDALE ISD
Campus Name: ROCKDALE J H
Campus Number: 166904041

Total Students: 353
Grade Span: 06 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	75%	**76%**	-	-	-	-	-	59%	-	59%	-	59%	59%
	2018	77%	73%	**70%**	-	-	-	-	-	40%	-	40%	-	40%	40%
At Meets Grade Level or Above	2019	50%	42%	**38%**	-	-	-	-	-	11%	-	11%	-	11%	11%
	2018	48%	39%	**35%**	-	-	-	-	-	11%	-	11%	-	11%	11%
At Masters Grade Level	2019	24%	16%	**15%**	-	-	-	-	-	3%	-	3%	-	3%	3%
	2018	22%	13%	**14%**	-	-	-	-	-	2%	-	2%	-	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	**77%**	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	74%	73%	**72%**	-	-	-	-	-	46%	-	46%	-	46%	46%
At Meets Grade Level or Above	2019	48%	44%	**40%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	46%	42%	**37%**	-	-	-	-	-	8%	-	8%	-	8%	8%
At Masters Grade Level	2019	21%	15%	**19%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	13%	**17%**	-	-	-	-	-	8%	-	8%	-	8%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**83%**	-	-	-	-	-	83%	-	83%	-	83%	83%
	2018	81%	78%	**76%**	-	-	-	-	-	50%	-	50%	-	50%	50%
At Meets Grade Level or Above	2019	52%	42%	**40%**	-	-	-	-	-	25%	-	25%	-	25%	25%
	2018	50%	39%	**37%**	-	-	-	-	-	19%	-	19%	-	19%	19%
At Masters Grade Level	2019	26%	18%	**14%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	24%	16%	**13%**	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	62%	**73%**	-	-	-	-	-	*	-	*	-	*	*
	2018	66%	62%	**64%**	-	-	-	-	-	38%	-	38%	-	38%	38%
At Meets Grade Level or Above	2019	38%	22%	**31%**	-	-	-	-	-	*	-	*	-	*	*
	2018	41%	33%	**39%**	-	-	-	-	-	13%	-	13%	-	13%	13%
At Masters Grade Level	2019	14%	6%	**11%**	-	-	-	-	-	*	-	*	-	*	*
	2018	13%	7%	**11%**	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	73%	**72%**	-	-	-	-	-	60%	-	60%	-	60%	60%
	2018	80%	74%	**70%**	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	54%	44%	**46%**	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	51%	37%	**41%**	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	25%	15%	**18%**	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	23%	12%	**21%**	-	-	-	-	-	*	-	*	-	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	72%	**59%**	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	78%	73%	**52%**	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	55%	44%	**23%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	53%	38%	**14%**	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	33%	23%	**13%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	31%	14%	**3%**	-	-	-	-	-	*	-	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**65%**	-	-	-	-	-	66%	-	66%	-	66%	66%
	2018	69%	66%	**63%**	-	-	-	-	-	74%	-	74%	-	74%	74%
All Grades ELA/Reading	2019	68%	70%	**64%**	-	-	-	-	-	65%	-	65%	-	65%	65%
	2018	69%	69%	**64%**	-	-	-	-	-	81%	-	81%	-	81%	81%
All Grades Mathematics	2019	70%	71%	**65%**	-	-	-	-	-	67%	-	67%	-	67%	67%
	2018	70%	63%	**61%**	-	-	-	-	-	69%	-	69%	-	69%	69%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	47%	**48%**	-	-	-	-	-	33%	-	33%	-	33%	33%

District Name: ROCKDALE ISD

Campus Name: ROCKDALE J H

Campus Number: 166904041

Texas Academic Performance Report

2018-19 Campus STAAR Performance

Bilingual Education/English as a Second Language

Total Students: 353

Grade Span: 06 - 08

(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	38%	46%	**39%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2019	45%	53%	**49%**	-	-	-	-	-	80%	-	80%	-	80%	80%
	2018	47%	45%	**41%**	-	-	-	-	-	*	-	*	-	*	*

District Name: ROCKDALE ISD
Campus Name: ROCKDALE J H
Campus Number: 166904041

Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 353
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	**93%**	88%	94%	92%	-	100%	-	100%	84%	91%	90%
Not Included in Accountability													
Mobile	4%	6%	**7%**	12%	6%	8%	-	0%	-	0%	16%	9%	10%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**96%**	95%	97%	97%	*	100%	*	44%	90%	95%	100%
Not Included in Accountability													
Mobile	4%	4%	**4%**	5%	3%	3%	*	0%	*	56%	10%	5%	0%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: ROCKDALE ISD
Campus Name: ROCKDALE J H
Campus Number: 166904041

Total Students: 353
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.8%	**95.8%**	96.5%	95.8%	95.6%	*	*	*	*	95.1%	95.2%	96.1%
2016-17	95.7%	96.0%	**96.1%**	97.4%	96.1%	95.7%	*	*	*	*	94.5%	95.6%	96.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
2016-17	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	94.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: ROCKDALE ISD
Campus Name: ROCKDALE J H
Campus Number: 166904041

Total Students: 353
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	90.0%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	82.8%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	*	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	*	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	86.8%	83.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.0%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.8%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	4.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	*	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	81.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	*	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	85.1%	83.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

District Name: ROCKDALE ISD

Campus Name: ROCKDALE J H

Campus Number: 166904041

Total Students: 353

Grade Span: 06 - 08

School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	99	347,893
By Ethnicity:				
African American	-	-	17	43,502
Hispanic	-	-	35	173,272
White	-	-	46	107,052
American Indian	-	-	0	1,226
Asian	-	-	0	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	1	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	0	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	3,538
Foundation H.S. Program (No Endorsement)	-	-	16	49,432
Foundation H.S. Program (Endorsement)	-	-	2	16,542
Foundation H.S. Program (DLA)	-	-	81	272,526
Special Education Graduates	-	-	12	25,962
Economically Disadvantaged Graduates	-	-	52	166,956
LEP Graduates	-	-	1	21,359
At-Risk Graduates	-	-	46	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

District Name: ROCKDALE ISD

Campus Name: ROCKDALE J H

Campus Number: 166904041

Total Students: 353

Grade Span: 06 - 08

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	60.6%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	30.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	40.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	26.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	10.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	8.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	17.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	39.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	22.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	9.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	51.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	41.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: ROCKDALE ISD

Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 353

Campus Name: ROCKDALE J H

Grade Span: 06 - 08

Campus Number: 166904041

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: ROCKDALE ISD
Campus Name: ROCKDALE J H
Campus Number: 166904041

Total Students: 353
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	28.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	19.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	61.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	38.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	25.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	30.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	3.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	9.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	11.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	11.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	28.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: ROCKDALE ISD

Texas Academic Performance Report

Total Students: 353

Campus Name: ROCKDALE J H

2018-19 Campus CCMR-Related Indicators

Grade Span: 06 - 08

Campus Number: 166904041

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	25.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates) ***
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	74.6%	55.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	63.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates) ***
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	1036	1009	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	514	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	495	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates) ***
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

District Name: ROCKDALE ISD
Campus Name: ROCKDALE J H
Campus Number: 166904041

Total Students: 353
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	18.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	21.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	13.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	17.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	10.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	48.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	34.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Academic Performance Report

District Name: ROCKDALE ISD

Campus Name: ROCKDALE J H

Campus Number: 166904041

2018-19 Campus Student Information

Total Students: 353

Grade Span: 06 - 08

School Type: Middle

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Total Students	353	100.0%	1,501	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	4.6%	4.4%
Kindergarten	0	0.0%	6.8%	6.9%
Grade 1	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	6.3%	7.2%
Grade 3	0	0.0%	7.5%	7.3%
Grade 4	0	0.0%	6.5%	7.6%
Grade 5	0	0.0%	8.3%	7.7%
Grade 6	120	34.0%	8.0%	7.7%
Grade 7	99	28.0%	6.6%	7.5%
Grade 8	134	38.0%	8.9%	7.5%
Grade 9	0	0.0%	7.5%	8.1%
Grade 10	0	0.0%	8.2%	7.4%
Grade 11	0	0.0%	6.6%	6.9%
Grade 12	0	0.0%	6.5%	6.5%
Ethnic Distribution:				
African American	34	9.6%	8.7%	12.6%
Hispanic	182	51.6%	49.2%	52.6%
White	125	35.4%	38.6%	27.4%
American Indian	0	0.0%	0.2%	0.4%
Asian	5	1.4%	0.8%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	7	2.0%	2.3%	2.4%
Economically Disadvantaged	240	68.0%	72.0%	60.6%
Non-Educationally Disadvantaged	113	32.0%	28.0%	39.4%
Section 504 Students	34	9.6%	6.1%	6.5%
English Learners (EL)	12	3.4%	5.2%	19.5%
Students w/ Disciplinary Placements (2017-18)	14	3.8%	2.7%	1.4%
Students w/ Dyslexia	14	4.0%	3.1%	3.6%
At-Risk	200	56.7%	51.5%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	26			
By Type of Primary Disability				
Students with Intellectual Disabilities	15	57.7%	40.9%	42.4%
Students with Physical Disabilities	0	0.0%	22.7%	21.9%
Students with Autism	*	*	**	13.7%
Students with Behavioral Disabilities	**	**	26.5%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2017-18):				
Total Mobile Students	50	13.6%	12.6%	15.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

District Name: ROCKDALE ISD

Campus Name: ROCKDALE J H

Campus Number: 166904041

Total Students: 353

Grade Span: 06 - 08

School Type: Middle

Student Information	--------------- Campus ---------------		District	State
	Count	Percent		
By Ethnicity:				
African American	8	2.2%		
Hispanic	21	5.7%		
White	18	4.9%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.8%		

Student Information	--------Non-Special Education Rates--------			--------Special Education Rates--------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.7%	-	11.1%	6.2%
Grade 1	-	5.7%	3.1%	-	15.4%	5.5%
Grade 2	-	5.0%	1.8%	-	0.0%	2.3%
Grade 3	-	2.2%	1.1%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.5%	-	0.0%	0.6%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.8%	0.8%	0.6%	0.0%	0.0%	0.6%
Grade 8	1.0%	1.0%	0.4%	0.0%	0.0%	0.7%
Grade 9	-	6.4%	7.2%	-	5.9%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject			
(Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	16.7	18.9
Grade 1	-	18.7	18.8
Grade 2	-	18.6	18.7
Grade 3	-	18.7	18.9
Grade 4	-	19.6	19.2
Grade 5	-	24.8	21.2
Grade 6	21.5	21.5	20.4
Secondary:			
English/Language Arts	15.2	16.8	16.6
Foreign Languages	-	17.5	18.9
Mathematics	14.3	16.1	17.8
Science	23.3	20.0	18.9
Social Studies	21.4	19.5	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: ROCKDALE ISD

Campus Name: ROCKDALE J H

Campus Number: 166904041

Total Students: 353

Grade Span: 06 - 08

School Type: Middle

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent		
Total Staff	34.7	100.0%	100.0%	100.0%
Professional Staff:	30.4	87.6%	61.0%	64.1%
Teachers	24.2	69.9%	46.2%	49.8%
Professional Support	3.7	10.6%	8.4%	10.1%
Campus Administration (School Leadership)	2.5	7.2%	4.8%	3.0%
Educational Aides:	4.3	12.4%	9.5%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	5.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	7.7	22.2%	23.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.2	0.9%	4.5%	10.6%
Hispanic	3.3	13.5%	7.2%	27.7%
White	19.7	81.3%	86.4%	58.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	4.3%	1.9%	1.1%
Males	6.7	27.6%	28.2%	23.8%
Females	17.5	72.4%	71.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.8%	1.4%
Bachelors	20.6	85.2%	83.8%	73.6%
Masters	3.6	14.8%	14.4%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	7.0	29.0%	8.9%	7.0%
1-5 Years Experience	7.0	29.0%	30.6%	28.9%
6-10 Years Experience	3.1	12.9%	8.0%	19.0%
11-20 Years Experience	2.1	8.5%	31.6%	29.3%
Over 20 Years Experience	5.0	20.7%	20.8%	15.7%
Number of Students per Teacher	14.6	n/a	13.4	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: ROCKDALE ISD

Campus Name: ROCKDALE J H

Campus Number: 166904041

Total Students: 353

Grade Span: 06 - 08

School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	5.3	6.3
Average Years Experience of Principals with District	3.0	4.8	5.4
Average Years Experience of Assistant Principals	3.0	5.2	5.3
Average Years Experience of Assistant Principals with District	1.0	4.0	4.7
Average Years Experience of Teachers:	9.0	12.0	11.1
Average Years Experience of Teachers with District:	5.7	7.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$40,200	$40,200	$47,218
1-5 Years Experience	$41,910	$41,500	$50,408
6-10 Years Experience	$43,974	$43,679	$52,786
11-20 Years Experience	$48,277	$49,709	$56,041
Over 20 Years Experience	$54,314	$55,285	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$44,785	$47,022	$54,122
Professional Support	$55,407	$52,721	$64,069
Campus Administration (School Leadership)	$70,904	$71,197	$78,947
Instructional Staff Percent:	n/a	61.5%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: ROCKDALE ISD
Campus Name: ROCKDALE J H
Campus Number: 166904041

Total Students: 353
Grade Span: 06 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	12	3.4%	5.2%	19.7%
Career & Technical Education	1	0.3%	27.8%	26.3%
Gifted & Talented Education	18	5.1%	5.0%	8.1%
Special Education	26	7.4%	8.8%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.9%	6.4%
Career & Technical Education	0.1	0.4%	7.6%	4.9%
Compensatory Education	1.5	6.3%	7.4%	2.7%
Gifted & Talented Education	0.0	0.0%	0.3%	2.0%
Regular Education	19.2	79.3%	70.0%	71.4%
Special Education	2.2	9.0%	8.3%	9.1%
Other	1.2	5.0%	5.4%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***'   Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-'   Indicates there are no students in the group.
'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 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **ROCKDALE ISD**

Campus Name: **ROCKDALE EL**

Campus Number: **166904101**

2019 Accountability Rating: **B**

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TEXAS EDUCATION AGENCY

District Name: ROCKDALE ISD
Campus Name: ROCKDALE EL
Campus Number: 166904101

Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 381
Grade Span: EE - 02
School Type: Elementary

There is no data for this campus.

District Name: ROCKDALE ISD
Campus Name: ROCKDALE EL
Campus Number: 166904101

Total Students: 381
Grade Span: EE - 02
School Type: Elementary

There is no data for this campus.

TEXAS EDUCATION AGENCY

District Name: ROCKDALE ISD
Campus Name: ROCKDALE EL
Campus Number: 166904101

Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 381
Grade Span: EE - 02
School Type: Elementary

There is no data for this campus.

TEXAS EDUCATION AGENCY

District Name: ROCKDALE ISD
Campus Name: ROCKDALE EL
Campus Number: 166904101

Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 381
Grade Span: EE - 02
(Current EL Students)

There is no data for this campus.

District Name: ROCKDALE ISD
Campus Name: ROCKDALE EL
Campus Number: 166904101

Total Students: 381
Grade Span: EE - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	93%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	6%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	96%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: ROCKDALE ISD
Campus Name: ROCKDALE EL
Campus Number: 166904101

Total Students: 381
Grade Span: EE - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.8%	**96.1%**	96.4%	96.4%	95.7%	-	*	-	93.6%	95.5%	95.9%	96.4%
2016-17	95.7%	96.0%	**95.8%**	96.2%	95.5%	96.3%	*	*	-	95.2%	95.0%	95.3%	96.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	94.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: ROCKDALE ISD

Texas Academic Performance Report

Total Students: 381

Campus Name: ROCKDALE EL

2018-19 Campus Attendance, Graduation, and Dropout Rates

Grade Span: EE - 02

Campus Number: 166904101

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	90.0%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	82.8%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	*	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	*	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2018	86.8%	83.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.0%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.8%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	4.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	*	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	81.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	*	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	85.1%	83.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

District Name: ROCKDALE ISD
Campus Name: ROCKDALE EL
Campus Number: 166904101

Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 381
Grade Span: EE - 02
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	99	347,893
By Ethnicity:				
African American	-	-	17	43,502
Hispanic	-	-	35	173,272
White	-	-	46	107,052
American Indian	-	-	0	1,226
Asian	-	-	0	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	1	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	0	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	3,538
Foundation H.S. Program (No Endorsement)	-	-	16	49,432
Foundation H.S. Program (Endorsement)	-	-	2	16,542
Foundation H.S. Program (DLA)	-	-	81	272,526
Special Education Graduates	-	-	12	25,962
Economically Disadvantaged Graduates	-	-	52	166,956
LEP Graduates	-	-	1	21,359
At-Risk Graduates	-	-	46	144,805

District Name: ROCKDALE ISD

Texas Academic Performance Report

Total Students: 381

Campus Name: ROCKDALE EL

2018-19 Campus College, Career, and Military Readiness (CCMR)

Grade Span: EE - 02

Campus Number: 166904101

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	60.6%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	30.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	40.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	26.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	10.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	8.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	17.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	39.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	22.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	9.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	51.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	41.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: ROCKDALE ISD

Texas Academic Performance Report

Total Students: 381

Campus Name: ROCKDALE EL

2018-19 Campus College, Career, and Military Readiness (CCMR)

Grade Span: EE - 02

Campus Number: 166904101

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

District Name: ROCKDALE ISD

Campus Name: ROCKDALE EL

Campus Number: 166904101

Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 381

Grade Span: EE - 02

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	28.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	19.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	61.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	38.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	25.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	30.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	3.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	9.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	11.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	11.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	28.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

District Name: ROCKDALE ISD

Texas Academic Performance Report

Total Students: 381

Campus Name: ROCKDALE EL

2018-19 Campus CCMR-Related Indicators

Grade Span: EE - 02

Campus Number: 166904101

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	25.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates) ***
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	74.6%	55.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	63.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates) ***
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	1036	1009	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	514	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	495	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates) ***
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: ROCKDALE ISD
Campus Name: ROCKDALE EL
Campus Number: 166904101

Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 381
Grade Span: EE - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	18.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	21.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	13.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	17.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	10.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	48.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	34.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: ROCKDALE ISD

Campus Name: ROCKDALE EL

Campus Number: 166904101

Total Students: 381

Grade Span: EE - 02

School Type: Elementary

| | --------------- Campus --------------- | | | |
Student Information	Count	Percent	District	State
Total Students	381	100.0%	1,501	5,416,400
Students by Grade:				
Early Childhood Education	1	0.3%	0.1%	0.3%
Pre-Kindergarten	69	18.1%	4.6%	4.4%
Kindergarten	102	26.8%	6.8%	6.9%
Grade 1	114	29.9%	7.6%	7.1%
Grade 2	95	24.9%	6.3%	7.2%
Grade 3	0	0.0%	7.5%	7.3%
Grade 4	0	0.0%	6.5%	7.6%
Grade 5	0	0.0%	8.3%	7.7%
Grade 6	0	0.0%	8.0%	7.7%
Grade 7	0	0.0%	6.6%	7.5%
Grade 8	0	0.0%	8.9%	7.5%
Grade 9	0	0.0%	7.5%	8.1%
Grade 10	0	0.0%	8.2%	7.4%
Grade 11	0	0.0%	6.6%	6.9%
Grade 12	0	0.0%	6.5%	6.5%
Ethnic Distribution:				
African American	32	8.4%	8.7%	12.6%
Hispanic	208	54.6%	49.2%	52.6%
White	130	34.1%	38.6%	27.4%
American Indian	0	0.0%	0.2%	0.4%
Asian	0	0.0%	0.8%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	11	2.9%	2.3%	2.4%
Economically Disadvantaged	314	82.4%	72.0%	60.6%
Non-Educationally Disadvantaged	67	17.6%	28.0%	39.4%
Section 504 Students	6	1.6%	6.1%	6.5%
English Learners (EL)	26	6.8%	5.2%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	2.7%	1.4%
Students w/ Dyslexia	2	0.5%	3.1%	3.6%
At-Risk	153	40.2%	51.5%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	33			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	40.9%	42.4%
Students with Physical Disabilities	21	63.6%	22.7%	21.9%
Students with Autism	*	*	**	13.7%
Students with Behavioral Disabilities	*	*	26.5%	20.6%
Students with Non-Categorical Early Childhood	*	*	*	1.4%
Mobility (2017-18):				
Total Mobile Students	33	13.9%	12.6%	15.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

District Name: ROCKDALE ISD

Campus Name: ROCKDALE EL

Campus Number: 166904101

Total Students: 381

Grade Span: EE - 02

School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent		
By Ethnicity:				
African American	5	2.1%		
Hispanic	14	5.9%		
White	12	5.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.8%		

Student Information	--------Non-Special Education Rates--------			--------Special Education Rates--------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.7%	11.1%	11.1%	6.2%
Grade 1	5.7%	5.7%	3.1%	15.4%	15.4%	5.5%
Grade 2	5.0%	5.0%	1.8%	0.0%	0.0%	2.3%
Grade 3	-	2.2%	1.1%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.5%	-	0.0%	0.6%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.8%	0.6%	-	0.0%	0.6%
Grade 8	-	1.0%	0.4%	-	0.0%	0.7%
Grade 9	-	6.4%	7.2%	-	5.9%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject			
(Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.7	16.7	18.9
Grade 1	18.7	18.7	18.8
Grade 2	18.6	18.6	18.7
Grade 3	-	18.7	18.9
Grade 4	-	19.6	19.2
Grade 5	-	24.8	21.2
Grade 6	-	21.5	20.4
Secondary:			
English/Language Arts	-	16.8	16.6
Foreign Languages	-	17.5	18.9
Mathematics	-	16.1	17.8
Science	-	20.0	18.9
Social Studies	-	19.5	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: ROCKDALE ISD
Campus Name: ROCKDALE EL
Campus Number: 166904101

Total Students: 381
Grade Span: EE - 02
School Type: Elementary

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	40.3	100.0%	100.0%	100.0%
Professional Staff:	32.6	81.0%	61.0%	64.1%
Teachers	26.5	65.7%	46.2%	49.8%
Professional Support	3.7	9.2%	8.4%	10.1%
Campus Administration (School Leadership)	2.5	6.2%	4.8%	3.0%
Educational Aides:	7.6	19.0%	9.5%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	5.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	4.1	10.2%	23.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	4.5%	10.6%
Hispanic	0.0	0.1%	7.2%	27.7%
White	26.4	99.9%	86.4%	58.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.9%	1.1%
Males	1.0	3.8%	28.2%	23.8%
Females	25.5	96.2%	71.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.8%	1.4%
Bachelors	23.5	88.7%	83.8%	73.6%
Masters	3.0	11.3%	14.4%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	8.9%	7.0%
1-5 Years Experience	7.0	26.5%	30.6%	28.9%
6-10 Years Experience	2.0	7.6%	8.0%	19.0%
11-20 Years Experience	9.2	34.6%	31.6%	29.3%
Over 20 Years Experience	8.3	31.3%	20.8%	15.7%
Number of Students per Teacher	14.4	n/a	13.4	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: ROCKDALE ISD
Campus Name: ROCKDALE EL
Campus Number: 166904101

Total Students: 381
Grade Span: EE - 02
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	5.3	6.3
Average Years Experience of Principals with District	3.0	4.8	5.4
Average Years Experience of Assistant Principals	5.0	5.2	5.3
Average Years Experience of Assistant Principals with District	5.0	4.0	4.7
Average Years Experience of Teachers:	14.7	12.0	11.1
Average Years Experience of Teachers with District:	11.2	7.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$40,200	$47,218
1-5 Years Experience	$41,023	$41,500	$50,408
6-10 Years Experience	$43,400	$43,679	$52,786
11-20 Years Experience	$48,216	$49,709	$56,041
Over 20 Years Experience	$54,343	$55,285	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$47,863	$47,022	$54,122
Professional Support	$49,993	$52,721	$64,069
Campus Administration (School Leadership)	$68,994	$71,197	$78,947
Instructional Staff Percent:	n/a	61.5%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: ROCKDALE ISD
Campus Name: ROCKDALE EL
Campus Number: 166904101

Total Students: 381
Grade Span: EE - 02
School Type: Elementary

Program Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	26	6.8%	5.2%	19.7%
Career & Technical Education	0	0.0%	27.8%	26.3%
Gifted & Talented Education	16	4.2%	5.0%	8.1%
Special Education	33	8.7%	8.8%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.6%	0.9%	6.4%
Career & Technical Education	0.0	0.0%	7.6%	4.9%
Compensatory Education	5.7	21.4%	7.4%	2.7%
Gifted & Talented Education	0.1	0.3%	0.3%	2.0%
Regular Education	18.6	70.2%	70.0%	71.4%
Special Education	2.0	7.6%	8.3%	9.1%
Other	0.0	0.0%	5.4%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***'   Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-'   Indicates there are no students in the group.
'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 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **ROCKDALE ISD**

Campus Name: **ROCKDALE INT**

Campus Number: **166904103**

2019 Accountability Rating: **B**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: ROCKDALE ISD
Campus Name: ROCKDALE INT
Campus Number: 166904103

Total Students: 334
Grade Span: 03 - 05
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	**76%**	40%	75%	83%	-	*	-	*	47%	*	76%	76%	72%	74%
	2018	77%	72%	**72%**	90%	65%	75%	*	*	-	*	43%	*	73%	67%	69%	67%
At Meets Grade Level or Above	2019	45%	39%	**39%**	20%	32%	53%	-	*	-	*	20%	*	40%	33%	28%	32%
	2018	43%	37%	**37%**	20%	33%	44%	*	*	-	*	0%	*	36%	39%	28%	25%
At Masters Grade Level	2019	27%	24%	**24%**	20%	19%	33%	-	*	-	*	13%	*	23%	29%	18%	21%
	2018	25%	18%	**18%**	10%	14%	25%	*	*	-	*	0%	*	16%	28%	13%	17%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	69%	**69%**	60%	68%	69%	-	*	-	*	40%	*	69%	67%	65%	79%
	2018	78%	71%	**71%**	73%	66%	72%	*	*	-	*	25%	*	75%	53%	69%	62%
At Meets Grade Level or Above	2019	49%	32%	**32%**	20%	30%	36%	-	*	-	*	20%	*	33%	29%	22%	32%
	2018	47%	38%	**38%**	27%	32%	50%	*	*	-	*	0%	*	37%	42%	32%	8%
At Masters Grade Level	2019	25%	17%	**17%**	20%	14%	22%	-	*	-	*	7%	*	18%	10%	8%	5%
	2018	23%	22%	**22%**	18%	20%	25%	*	*	-	*	0%	*	22%	21%	15%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	73%	**73%**	56%	75%	74%	*	*	-	*	38%	*	74%	68%	69%	67%
	2018	73%	75%	**75%**	70%	73%	78%	*	-	-	*	*	*	77%	67%	69%	75%
At Meets Grade Level or Above	2019	44%	38%	**38%**	22%	43%	34%	*	*	-	*	13%	*	43%	24%	35%	33%
	2018	46%	40%	**40%**	0%	41%	47%	*	-	-	*	*	*	41%	33%	33%	38%
At Masters Grade Level	2019	22%	12%	**12%**	0%	14%	13%	*	*	-	*	0%	*	14%	4%	8%	13%
	2018	24%	15%	**15%**	0%	16%	18%	*	-	-	*	*	*	17%	5%	11%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	73%	**73%**	67%	73%	74%	*	*	-	*	38%	*	76%	64%	67%	60%
	2018	78%	72%	**72%**	70%	67%	79%	*	-	-	*	*	*	76%	59%	67%	76%
At Meets Grade Level or Above	2019	48%	43%	**43%**	22%	52%	39%	*	*	-	*	25%	*	49%	28%	40%	40%
	2018	49%	33%	**33%**	30%	22%	44%	*	-	-	*	*	*	35%	23%	24%	24%
At Masters Grade Level	2019	28%	27%	**27%**	11%	32%	26%	*	*	-	*	13%	*	33%	12%	21%	13%
	2018	27%	13%	**13%**	0%	4%	25%	*	-	-	*	*	*	13%	14%	7%	12%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	51%	**51%**	44%	52%	53%	*	*	-	*	13%	*	56%	36%	45%	33%
	2018	63%	59%	**59%**	60%	63%	56%	*	-	-	*	*	*	62%	50%	55%	53%
At Meets Grade Level or Above	2019	35%	14%	**14%**	11%	16%	13%	*	*	-	*	0%	*	16%	8%	9%	13%
	2018	39%	27%	**27%**	40%	24%	29%	*	-	-	*	*	*	28%	23%	20%	24%
At Masters Grade Level	2019	11%	2%	**2%**	0%	0%	5%	*	*	-	*	0%	*	1%	4%	0%	0%
	2018	11%	2%	**2%**	0%	0%	4%	*	-	-	*	*	*	2%	0%	0%	0%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	89%	**89%**	70%	88%	94%	*	*	-	*	*	*	89%	91%	86%	83%
	2018	84%	88%	**88%**	83%	87%	94%	-	*	-	*	40%	*	87%	95%	85%	91%
At Meets Grade Level or Above	2019	54%	58%	**58%**	50%	59%	59%	*	*	-	*	*	*	59%	57%	52%	56%
	2018	54%	50%	**50%**	33%	47%	66%	-	*	-	*	0%	*	54%	32%	42%	45%

District Name: ROCKDALE ISD
Campus Name: ROCKDALE INT
Campus Number: 166904103

Total Students: 334
Grade Span: 03 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	23%	**23%**	0%	22%	26%	*	*	-	*	*	*	24%	22%	18%	17%
	2018	26%	25%	**25%**	8%	20%	38%	-	*	-	*	0%	*	24%	26%	20%	27%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	93%	**93%**	90%	96%	93%	*	*	-	*	*	*	94%	91%	93%	94%
	2018	91%	94%	**94%**	83%	93%	100%	-	*	-	*	20%	*	95%	94%	92%	100%
At Meets Grade Level or Above	2019	58%	62%	**62%**	40%	57%	72%	*	*	-	*	*	*	60%	70%	57%	61%
	2018	58%	61%	**61%**	50%	58%	71%	-	*	-	*	0%	*	65%	41%	53%	82%
At Masters Grade Level	2019	36%	31%	**31%**	10%	29%	37%	*	*	-	*	*	*	31%	30%	23%	28%
	2018	30%	29%	**29%**	17%	23%	45%	-	*	-	*	0%	*	32%	18%	23%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	67%	**67%**	50%	61%	77%	*	*	-	*	*	*	67%	68%	61%	56%
	2018	76%	72%	**72%**	67%	68%	84%	-	*	-	*	20%	*	70%	84%	68%	58%
At Meets Grade Level or Above	2019	49%	40%	**40%**	20%	35%	53%	*	*	-	*	*	*	39%	45%	33%	39%
	2018	41%	29%	**29%**	17%	19%	50%	-	*	-	*	0%	*	28%	32%	21%	17%
At Masters Grade Level	2019	24%	14%	**14%**	0%	14%	17%	*	*	-	*	*	*	14%	14%	12%	11%
	2018	17%	9%	**9%**	0%	6%	16%	-	*	-	*	0%	*	9%	11%	5%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	75%	**75%**	61%	74%	79%	17%	94%	-	68%	41%	73%	76%	70%	70%	69%
	2018	77%	73%	**76%**	75%	74%	78%	20%	100%	-	85%	35%	93%	77%	70%	72%	72%
At Meets Grade Level or Above	2019	50%	42%	**42%**	27%	40%	47%	0%	69%	-	21%	19%	45%	43%	36%	35%	39%
	2018	48%	39%	**39%**	28%	35%	48%	0%	70%	-	30%	10%	36%	41%	32%	32%	31%
At Masters Grade Level	2019	24%	16%	**19%**	6%	18%	23%	0%	38%	-	11%	6%	18%	20%	15%	14%	14%
	2018	22%	13%	**16%**	7%	13%	23%	0%	50%	-	10%	5%	7%	17%	15%	12%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	**80%**	58%	79%	85%	*	100%	-	86%	46%	*	80%	78%	76%	75%
	2018	74%	73%	**79%**	81%	76%	82%	*	*	-	86%	50%	100%	79%	76%	74%	77%
At Meets Grade Level or Above	2019	48%	44%	**46%**	33%	44%	50%	*	83%	-	43%	19%	*	48%	38%	39%	40%
	2018	46%	42%	**42%**	19%	41%	51%	*	*	-	29%	14%	60%	44%	34%	34%	36%
At Masters Grade Level	2019	21%	15%	**20%**	4%	19%	24%	*	33%	-	29%	8%	*	21%	17%	15%	17%
	2018	19%	13%	**19%**	6%	17%	25%	*	*	-	14%	7%	20%	19%	19%	15%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**79%**	75%	78%	80%	*	100%	-	71%	42%	*	80%	74%	75%	79%
	2018	81%	78%	**79%**	76%	77%	82%	*	*	-	100%	29%	100%	82%	67%	76%	78%
At Meets Grade Level or Above	2019	52%	42%	**46%**	29%	45%	52%	*	83%	-	14%	23%	*	48%	42%	40%	44%
	2018	50%	39%	**44%**	36%	39%	53%	*	*	-	43%	12%	40%	46%	34%	36%	34%
At Masters Grade Level	2019	26%	18%	**25%**	13%	24%	30%	*	50%	-	0%	8%	*	27%	17%	17%	15%
	2018	24%	16%	**21%**	12%	16%	30%	*	*	-	14%	6%	0%	22%	17%	15%	12%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	62%	**51%**	44%	52%	53%	*	*	-	*	13%	*	56%	36%	45%	33%
	2018	66%	62%	**59%**	60%	63%	56%	*	-	-	*	*	*	62%	50%	55%	53%
At Meets Grade Level or Above	2019	38%	22%	**14%**	11%	16%	13%	*	*	-	*	0%	*	16%	8%	9%	13%
	2018	41%	33%	**27%**	40%	24%	29%	*	-	-	*	*	*	28%	23%	20%	24%
At Masters Grade Level	2019	14%	6%	**2%**	0%	0%	5%	*	*	-	*	0%	*	1%	4%	0%	0%
	2018	13%	7%	**2%**	0%	0%	4%	*	-	-	*	*	*	2%	0%	0%	0%

District Name: ROCKDALE ISD
Campus Name: ROCKDALE INT
Campus Number: 166904103

Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 334
Grade Span: 03 - 05
School Type: Elementary

		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	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	73%	**67%**	50%	61%	77%	*	*	-	*	*	*	67%	68%	61%	56%
	2018	80%	74%	**72%**	67%	68%	84%	-	*	-	*	20%	*	70%	84%	68%	58%
At Meets Grade Level or Above	2019	54%	44%	**40%**	20%	35%	53%	*	*	-	*	*	*	39%	45%	33%	39%
	2018	51%	37%	**29%**	17%	19%	50%	-	*	-	*	0%	*	28%	32%	21%	17%
At Masters Grade Level	2019	25%	15%	**14%**	0%	14%	17%	*	*	-	*	*	*	14%	14%	12%	11%
	2018	23%	12%	**9%**	0%	6%	16%	-	*	-	*	0%	*	9%	11%	5%	8%

District Name: ROCKDALE ISD
Campus Name: ROCKDALE INT
Campus Number: 166904103

Total Students: 334
Grade Span: 03 - 05
School Type: Elementary

School Progress Domain - Academic Growth Score by Grade and Subject

		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	EL (Current & Monitored)
Grade 4 ELA/Reading	2019	61	57	**57**	56	64	54	*	*	-	*	44	*	59	52	57	71
	2018	63	68	**68**	45	74	69	*	-	-	*	*	*	68	65	65	73
Grade 4 Mathematics	2019	65	74	**74**	72	78	70	*	*	-	*	63	*	74	74	73	73
	2018	65	56	**56**	60	49	62	*	-	-	*	*	*	60	39	51	65
Grade 5 ELA/Reading	2019	81	85	**85**	85	81	90	*	*	-	*	*	*	84	93	86	89
	2018	80	76	**76**	50	82	76	-	*	-	*	100	*	74	86	74	85
Grade 5 Mathematics	2019	83	92	**92**	95	94	91	*	*	-	*	*	*	92	95	93	97
	2018	81	81	**81**	83	79	83	-	*	-	*	100	*	80	82	79	82
All Grades Both Subjects	2019	69	70	**79**	78	80	78	*	75	-	70	59	92	79	77	78	84
	2018	69	66	**70**	60	72	70	*	*	-	67	84	75	70	66	67	75
All Grades ELA/Reading	2019	68	70	**73**	71	73	75	*	*	-	80	50	*	74	70	72	81
	2018	69	69	**72**	48	79	71	*	*	-	58	93	*	71	75	69	78
All Grades Mathematics	2019	70	71	**84**	84	87	82	*	*	-	60	68	*	84	84	83	86
	2018	70	63	**68**	73	65	70	*	*	-	75	78	*	70	58	65	71

TEXAS EDUCATION AGENCY

District Name: ROCKDALE ISD
Campus Name: ROCKDALE INT
Campus Number: 166904103

Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 334
Grade Span: 03 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	47%	**45%**	17%	44%	54%	*	-	-	*	25%	43%	33%
	2018	38%	46%	**55%**	*	57%	65%	*	-	-	*	*	49%	*
Mathematics	2019	45%	53%	**58%**	43%	63%	58%	*	-	-	*	29%	53%	50%
	2018	47%	45%	**50%**	*	52%	50%	*	-	-	*	*	46%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	81%	**81%**	50%	84%	83%	*	*	-	*	*	76%	75%
Students Requiring Accelerated Instruction														
	2019	22%	19%	**19%**	50%	16%	17%	*	*	-	*	*	24%	25%
STAAR Cumulative Met Standard														
	2019	86%	89%	**89%**	70%	88%	94%	*	*	-	*	*	86%	75%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	**100%**	*	100%	*	-	-	-	*	-	100%	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	91%	**91%**	90%	90%	92%	*	*	-	*	*	89%	88%
Students Requiring Accelerated Instruction														
	2019	17%	9%	**9%**	10%	10%	8%	*	*	-	*	*	11%	13%
STAAR Cumulative Met Standard														
	2019	90%	93%	**93%**	90%	96%	92%	*	*	-	*	*	93%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	*	*****	*	-	*	*	-	-	-	-	-	*	-

District Name: ROCKDALE ISD   Total Students: 334
Campus Name: ROCKDALE INT   Grade Span: 03 - 05
Campus Number: 166904103   (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	75%	**75%**	-	-	-	-	-	51%	50%	67%	-	51%	51%
	2018	77%	73%	**76%**	-	-	-	-	-	59%	56%	78%	-	59%	59%
At Meets Grade Level or Above	2019	50%	42%	**42%**	-	-	-	-	-	19%	16%	50%	-	19%	19%
	2018	48%	39%	**39%**	-	-	-	-	-	14%	17%	0%	-	14%	14%
At Masters Grade Level	2019	24%	16%	**19%**	-	-	-	-	-	6%	5%	17%	-	6%	6%
	2018	22%	13%	**16%**	-	-	-	-	-	6%	7%	0%	-	6%	6%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	**80%**	-	-	-	-	-	59%	56%	*	-	59%	59%
	2018	74%	73%	**79%**	-	-	-	-	-	70%	65%	*	-	70%	70%
At Meets Grade Level or Above	2019	48%	44%	**46%**	-	-	-	-	-	15%	12%	*	-	15%	15%
	2018	46%	42%	**42%**	-	-	-	-	-	17%	20%	*	-	17%	17%
At Masters Grade Level	2019	21%	15%	**20%**	-	-	-	-	-	7%	8%	*	-	7%	7%
	2018	19%	13%	**19%**	-	-	-	-	-	9%	10%	*	-	9%	9%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**79%**	-	-	-	-	-	63%	60%	*	-	63%	63%
	2018	81%	78%	**79%**	-	-	-	-	-	64%	64%	*	-	64%	64%
At Meets Grade Level or Above	2019	52%	42%	**46%**	-	-	-	-	-	26%	20%	*	-	26%	26%
	2018	50%	39%	**44%**	-	-	-	-	-	16%	18%	*	-	16%	16%
At Masters Grade Level	2019	26%	18%	**25%**	-	-	-	-	-	7%	4%	*	-	7%	7%
	2018	24%	16%	**21%**	-	-	-	-	-	8%	9%	*	-	8%	8%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	62%	**51%**	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	66%	62%	**59%**	-	-	-	-	-	30%	14%	*	-	30%	30%
At Meets Grade Level or Above	2019	38%	22%	**14%**	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	41%	33%	**27%**	-	-	-	-	-	10%	14%	*	-	10%	10%
At Masters Grade Level	2019	14%	6%	**2%**	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	13%	7%	**2%**	-	-	-	-	-	0%	0%	*	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	73%	**67%**	-	-	-	-	-	38%	50%	*	-	38%	38%
	2018	80%	74%	**72%**	-	-	-	-	-	40%	40%	-	-	40%	40%
At Meets Grade Level or Above	2019	54%	44%	**40%**	-	-	-	-	-	25%	33%	*	-	25%	25%
	2018	51%	37%	**29%**	-	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	25%	15%	**14%**	-	-	-	-	-	0%	0%	*	-	0%	0%
	2018	23%	12%	**9%**	-	-	-	-	-	0%	0%	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**79%**	-	-	-	-	-	82%	80%	*	-	82%	82%
	2018	69%	66%	**70%**	-	-	-	-	-	68%	66%	75%	-	68%	68%
All Grades ELA/Reading	2019	68%	70%	**73%**	-	-	-	-	-	87%	85%	*	-	87%	87%
	2018	69%	69%	**72%**	-	-	-	-	-	73%	69%	*	-	73%	73%
All Grades Mathematics	2019	70%	71%	**84%**	-	-	-	-	-	78%	75%	*	-	78%	78%
	2018	70%	63%	**68%**	-	-	-	-	-	64%	64%	*	-	64%	64%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	47%	**45%**	-	-	-	-	-	33%	33%	-	-	33%	33%
	2018	38%	46%	**55%**	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2019	45%	53%	**58%**	-	-	-	-	-	50%	43%	-	-	50%	50%
	2018	47%	45%	**50%**	-	-	-	-	-	*	*	-	-	*	*

District Name: ROCKDALE ISD

Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 334

Campus Name: ROCKDALE INT

Grade Span: 03 - 05

Campus Number: 166904103

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	**95%**	91%	95%	95%	100%	100%	-	83%	91%	94%	93%
Not Included in Accountability													
Mobile	4%	6%	**5%**	9%	4%	5%	0%	0%	-	17%	9%	5%	4%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	**96%**	100%	96%	98%	100%	77%	-	77%	89%	96%	90%
Not Included in Accountability													
Mobile	4%	4%	**4%**	0%	3%	2%	0%	23%	-	23%	11%	4%	7%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: ROCKDALE ISD

Campus Name: ROCKDALE INT

Campus Number: 166904103

Total Students: 334

Grade Span: 03 - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.8%	**97.4%**	97.2%	97.4%	97.4%	*	*	-	97.7%	96.5%	97.2%	98.0%
2016-17	95.7%	96.0%	**97.1%**	97.7%	97.0%	96.9%	*	*	*	97.6%	95.9%	97.0%	96.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	94.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: ROCKDALE ISD

Campus Name: ROCKDALE INT

Campus Number: 166904103

Total Students: 334

Grade Span: 03 - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	82.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	83.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	83.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

District Name: ROCKDALE ISD
Campus Name: ROCKDALE INT
Campus Number: 166904103

Total Students: 334
Grade Span: 03 - 05
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	99	347,893
By Ethnicity:				
African American	-	-	17	43,502
Hispanic	-	-	35	173,272
White	-	-	46	107,052
American Indian	-	-	0	1,226
Asian	-	-	0	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	1	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	0	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	3,538
Foundation H.S. Program (No Endorsement)	-	-	16	49,432
Foundation H.S. Program (Endorsement)	-	-	2	16,542
Foundation H.S. Program (DLA)	-	-	81	272,526
Special Education Graduates	-	-	12	25,962
Economically Disadvantaged Graduates	-	-	52	166,956
LEP Graduates	-	-	1	21,359
At-Risk Graduates	-	-	46	144,805

TEXAS EDUCATION AGENCY

District Name: ROCKDALE ISD

Campus Name: ROCKDALE INT

Campus Number: 166904103

Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 334

Grade Span: 03 - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	60.6%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	30.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	40.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	26.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	24.2%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	10.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	8.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	17.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	39.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	22.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	9.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	51.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	41.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: ROCKDALE ISD
Campus Name: ROCKDALE INT
Campus Number: 166904103

Total Students: 334
Grade Span: 03 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: ROCKDALE ISD

Campus Name: ROCKDALE INT

Campus Number: 166904103

Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 334

Grade Span: 03 - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	28.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	19.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	61.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	38.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	25.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	30.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	3.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	9.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	11.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	11.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	28.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: ROCKDALE ISD
Campus Name: ROCKDALE INT
Campus Number: 166904103

Total Students: 334
Grade Span: 03 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	25.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates) ***
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	74.6%	55.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	63.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates) ***
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	1036	1009	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	514	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	495	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates) ***
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: ROCKDALE ISD
Campus Name: ROCKDALE INT
Campus Number: 166904103

Total Students: 334
Grade Span: 03 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	18.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	21.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	13.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	17.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	10.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	48.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	34.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Academic Performance Report
2018-19 Campus Student Information

District Name: ROCKDALE ISD

Campus Name: ROCKDALE INT

Campus Number: 166904103

Total Students: 334

Grade Span: 03 - 05

School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	334	100.0%	1,501	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	4.6%	4.4%
Kindergarten	0	0.0%	6.8%	6.9%
Grade 1	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	6.3%	7.2%
Grade 3	112	33.5%	7.5%	7.3%
Grade 4	98	29.3%	6.5%	7.6%
Grade 5	124	37.1%	8.3%	7.7%
Grade 6	0	0.0%	8.0%	7.7%
Grade 7	0	0.0%	6.6%	7.5%
Grade 8	0	0.0%	8.9%	7.5%
Grade 9	0	0.0%	7.5%	8.1%
Grade 10	0	0.0%	8.2%	7.4%
Grade 11	0	0.0%	6.6%	6.9%
Grade 12	0	0.0%	6.5%	6.5%
Ethnic Distribution:				
African American	24	7.2%	8.7%	12.6%
Hispanic	158	47.3%	49.2%	52.6%
White	136	40.7%	38.6%	27.4%
American Indian	2	0.6%	0.2%	0.4%
Asian	6	1.8%	0.8%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	8	2.4%	2.3%	2.4%
Economically Disadvantaged	248	74.3%	72.0%	60.6%
Non-Educationally Disadvantaged	86	25.7%	28.0%	39.4%
Section 504 Students	15	4.5%	6.1%	6.5%
English Learners (EL)	28	8.4%	5.2%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	2.7%	1.4%
Students w/ Dyslexia	9	2.7%	3.1%	3.6%
At-Risk	165	49.4%	51.5%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	25			
By Type of Primary Disability				
Students with Intellectual Disabilities	8	32.0%	40.9%	42.4%
Students with Physical Disabilities	9	36.0%	22.7%	21.9%
Students with Autism	*	*	**	13.7%
Students with Behavioral Disabilities	**	**	26.5%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2017-18):				
Total Mobile Students	29	8.2%	12.6%	15.4%

December 2019

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

District Name: ROCKDALE ISD
Campus Name: ROCKDALE INT
Campus Number: 166904103

Total Students: 334
Grade Span: 03 - 05
School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent		
By Ethnicity:				
African American	4	1.1%		
Hispanic	13	3.7%		
White	9	2.5%		
American Indian	1	0.3%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.6%		

Student Information	--------Non-Special Education Rates--------			--------Special Education Rates--------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.7%	-	11.1%	6.2%
Grade 1	-	5.7%	3.1%	-	15.4%	5.5%
Grade 2	-	5.0%	1.8%	-	0.0%	2.3%
Grade 3	2.2%	2.2%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.8%	0.6%	-	0.0%	0.6%
Grade 8	-	1.0%	0.4%	-	0.0%	0.7%
Grade 9	-	6.4%	7.2%	-	5.9%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject			
(Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	16.7	18.9
Grade 1	-	18.7	18.8
Grade 2	-	18.6	18.7
Grade 3	18.7	18.7	18.9
Grade 4	19.6	19.6	19.2
Grade 5	24.8	24.8	21.2
Grade 6	-	21.5	20.4
Secondary:			
English/Language Arts	-	16.8	16.6
Foreign Languages	-	17.5	18.9
Mathematics	-	16.1	17.8
Science	-	20.0	18.9
Social Studies	-	19.5	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: ROCKDALE ISD

Campus Name: ROCKDALE INT

Campus Number: 166904103

Total Students: 334

Grade Span: 03 - 05

School Type: Elementary

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	33.8	100.0%	100.0%	100.0%
Professional Staff:	27.7	82.0%	61.0%	64.1%
Teachers	22.0	65.1%	46.2%	49.8%
Professional Support	3.2	9.5%	8.4%	10.1%
Campus Administration (School Leadership)	2.5	7.4%	4.8%	3.0%
Educational Aides:	6.1	18.0%	9.5%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	5.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	4.6	13.7%	23.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	4.5%	4.5%	10.6%
Hispanic	0.0	0.0%	7.2%	27.7%
White	21.0	95.5%	86.4%	58.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.9%	1.1%
Males	3.5	15.9%	28.2%	23.8%
Females	18.5	84.1%	71.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.8%	1.4%
Bachelors	20.5	93.2%	83.8%	73.6%
Masters	1.5	6.8%	14.4%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	4.5%	8.9%	7.0%
1-5 Years Experience	6.0	27.3%	30.6%	28.9%
6-10 Years Experience	2.0	9.1%	8.0%	19.0%
11-20 Years Experience	10.8	48.9%	31.6%	29.3%
Over 20 Years Experience	2.2	10.2%	20.8%	15.7%
Number of Students per Teacher	15.2	n/a	13.4	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: ROCKDALE ISD
Campus Name: ROCKDALE INT
Campus Number: 166904103

Total Students: 334
Grade Span: 03 - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	5.3	6.3
Average Years Experience of Principals with District	8.0	4.8	5.4
Average Years Experience of Assistant Principals	5.0	5.2	5.3
Average Years Experience of Assistant Principals with District	1.0	4.0	4.7
Average Years Experience of Teachers:	13.0	12.0	11.1
Average Years Experience of Teachers with District:	7.5	7.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$40,200	$40,200	$47,218
1-5 Years Experience	$41,350	$41,500	$50,408
6-10 Years Experience	$44,028	$43,679	$52,786
11-20 Years Experience	$48,109	$49,709	$56,041
Over 20 Years Experience	$55,795	$55,285	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$46,320	$47,022	$54,122
Professional Support	$50,963	$52,721	$64,069
Campus Administration (School Leadership)	$66,084	$71,197	$78,947
Instructional Staff Percent:	n/a	61.5%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: ROCKDALE ISD
Campus Name: ROCKDALE INT
Campus Number: 166904103

Total Students: 334
Grade Span: 03 - 05
School Type: Elementary

Program Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	28	8.4%	5.2%	19.7%
Career & Technical Education	0	0.0%	27.8%	26.3%
Gifted & Talented Education	18	5.4%	5.0%	8.1%
Special Education	25	7.5%	8.8%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	3.4%	0.9%	6.4%
Career & Technical Education	0.0	0.0%	7.6%	4.9%
Compensatory Education	1.1	5.1%	7.4%	2.7%
Gifted & Talented Education	0.0	0.2%	0.3%	2.0%
Regular Education	18.0	81.8%	70.0%	71.4%
Special Education	2.0	9.1%	8.3%	9.1%
Other	0.1	0.5%	5.4%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***'   Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-'   Indicates there are no students in the group.
'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 2017-18 Financial Actual Report

2017-2018 Actual Financial data

Totals for Rockdale ISD (166904)

Total Enrolled Students in Membership: 1,528

| | **District** | | | | | | **Sta** | |
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%
Receipts								
Total Revenue	14,017,442	100.00%	9,174	20,085,273	100.00%	13,145	63,158,400,197	1(
Local Tax	8,394,466	59.89%	5,494	9,789,307	48.74%	6,407	29,898,897,099	4
Other Local and Intermediate	806,903	5.76%	528	1,663,544	8.28%	1,089	3,062,782,060	
State	4,706,007	33.57%	3,080	5,059,770	25.19%	3,311	23,747,526,632	:
Federal	110,066	0.79%	72	3,572,652	17.79%	2,338	6,449,194,406	
Total Receipts	14,017,442	100.00%	9,174	25,223,716	100.00%	16,508	78,621,000,420	1(
Total Revenue	14,017,442	100.00%	9,174	20,085,273	79.63%	13,145	63,158,400,197	1(
Recapture	0	0.00%	0	0	0.00%	0	2,068,522,423	
Total Other Resources	0	0.00%	0	5,138,443	20.37%	3,363	13,394,077,800	
Fund Balances (for ISDs)								
Total Fund Balance**	6,792,208	48.46%	4,445	15,774,156	78.54%	10,323	35,850,846,786	:
Nonspendable Fund Balance	139,232	0.99%	91	210,818	1.05%	138	239,176,837	
Restricted Fund Balance	0	0.00%	0	8,910,362	44.36%	5,831	17,226,468,243	:
Committed Fund Balance	470,200	3.35%	308	470,200	2.34%	308	3,318,730,683	
Assigned Fund Balance	288,302	2.06%	189	288,302	1.44%	189	2,536,919,034	
Unassigned Fund Balance	5,894,474	42.05%	3,858	5,894,474	29.35%	3,858	12,529,551,989	:
Disbursements								
Total Expenditures								
BY OBJECT	12,937,904	100.00%	8,467	20,809,282	100.00%	13,619	70,292,451,357	1(
Payroll (Objects 6100)	10,287,320	79.51%	6,733	12,801,980	61.52%	8,378	41,624,867,679	:
Other Operating (Objects 6200-6400)	2,493,511	19.27%	1,632	4,308,793	20.71%	2,820	11,850,276,791	
Debt Service (Objects 6500)	20,764	0.16%	14	1,919,862	9.23%	1,256	7,697,906,295	
Capital Outlay (Objects 6600)	136,309	1.05%	89	1,778,647	8.55%	1,164	9,119,400,592	
BY FUNCTION (Objects 6100-6400 only)								
Debt Service (71)	0		0	0		0	0	
Facilities Acquisition & Construction (81)	0		0	0		0	467,408,659	
Total Operating Expenditures	12,780,831	100.00%	8,364	17,110,773	100.00%	11,198	53,007,735,811	1(
Instruction (11,95)	6,811,339	53.29%	4,458	8,917,814	52.12%	5,836	29,573,638,083	:
Instructional Res Media (12)	102,610	0.80%	67	106,193	0.62%	69	605,950,802	
Curriculum/Staff Develop (13)	22,300	0.17%	15	140,426	0.82%	92	1,174,310,004	
Instructional Leadership (21)	270,265	2.11%	177	287,390	1.68%	188	833,658,903	
School Leadership (23)	1,044,066	8.17%	683	1,050,769	6.14%	688	3,099,426,611	
Guidance Counseling Svcs (31)	296,343	2.32%	194	926,997	5.42%	607	1,926,098,691	
Social Work Services (32)	0	0.00%	0	0	0.00%	0	142,409,113	
Health Services (33)	141,435	1.11%	93	141,435	0.83%	93	536,700,538	
Transportation (34)	426,893	3.34%	279	426,893	2.49%	279	1,570,586,301	
Food (35)	0	0.00%	0	954,795	5.58%	625	2,825,048,050	
Extracurricular (36)	761,165	5.96%	498	762,893	4.46%	499	1,610,863,870	
General Administration (41,92)	549,411	4.30%	360	916,302	5.36%	600	1,787,695,433	
Plant Maint/Operation (51)	2,013,030	15.75%	1,317	2,088,313	12.20%	1,367	5,547,616,328	
Security/Monitoring (52)	10,881	0.09%	7	11,031	0.06%	7	505,751,521	
Data Processing Services (53)	238,530	1.87%	156	246,839	1.44%	162	1,009,632,415	
Community Services (61)	92,563	0.72%	61	132,683	0.78%	87	258,349,148	
Total Disbursements	13,286,878	100.00%	8,696	21,158,256	100.00%	13,847	76,425,568,379	1(

~~Total Disbursements~~	~~13,286,878~~	~~100.00%~~	~~8,695~~	~~21,158,256~~	~~100.00%~~	~~13,847~~	~~76,429,988,379~~	~~1~~
Total Expenditures	12,937,904	97.37%	8,467	20,809,282	98.35%	13,619	70,292,451,357	1
Recapture	0	0.00%	0	0	0.00%	0	2,068,522,423	
Total Other Uses	0	0.00%	0	0	0.00%	0	3,402,247,277	
Intergovernmental Charge	348,974	2.63%	228	348,974	1.65%	228	662,347,322	…

Program Expenditures

Operating Expenditures - Program	9,606,012	100.00%	6,287	12,558,782	100.00%	8,219	39,129,628,714	1
Regular	5,378,012	55.99%	3,520	5,517,876	43.94%	3,611	23,408,623,199	
Gifted and Talented	52,027	0.54%	34	52,027	0.41%	34	396,918,069	
Career and Technical	705,169	7.34%	461	761,969	6.07%	499	1,595,080,075	
Students with Disabilities	1,305,403	13.59%	854	3,005,104	23.93%	1,967	6,228,755,783	
Accelerated Education	0	0.00%	0	577,118	4.60%	378	1,729,817,631	
Bilingual	43,275	0.45%	28	47,298	0.38%	31	624,626,340	
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	156,186,644	
Disc Alt Ed-DAEP Basic Serv	57,192	0.60%	37	57,192	0.46%	37	223,139,912	
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	27,092,836	
T1 A Schoolwide-St Comp>=40%	859,987	8.95%	563	1,333,253	10.62%	873	2,061,367,635	
Athletics/Related Activities	721,942	7.52%	472	721,855	5.75%	472	1,059,340,400	
High School Allotment	119,161	1.24%	78	119,161	0.95%	78	568,417,706	
Prekindergarten	363,844	3.79%	238	365,929	2.91%	239	1,050,262,484	

	District		**Sta**
Instructional Expenditure Ratio	56.2%		

Tax Rates

2017 (current tax year) Tax Rates

Maintenance and Operations	1.1700
Interest and Sinking Funds	0.1900
Total Tax Rate	1.3600

2016 Tax Year State Certified Property Values

	Amount	Percent	Amount
Property Value	716,107,064	N/A	2,220,042,195,073
Property Value per pupil	468,656	N/A	436,998
Property Value by category:			
Business	884,405,250	78.90%	892,180,729,305
Residential	192,493,102	17.17%	1,479,753,710,535
Land	27,159,319	2.42%	65,281,339,904
Oil and Gas	6,504,608	0.58%	64,143,342,124
Other	10,357,680	0.92%	14,174,456,770

Unassigned Fund Balance percentage of total budgeted expenditures

2017-2018 School Districts' General Fund Unassigned Fund Balance***	5,894,474	12,575,271,982
2017-2018 School Districts' General Fund Total Budgeted Expenditures	12,538,841	45,316,911,612
2017-2018 School Districts' Percent of Total Budgeted Expenditures	47.0%	27.7%

** Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues.
    Charter schools report net assets rather than fund balances.

  *** The TEA does not have encumbrance data to subtract from the fund balances.

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T E X A S   E D U C A T I O N   A G E N C Y
2017-2018 PEIMS Actual Financial Data by Campus

School Campus: Rockdale H S   District: ROCKDALE ISD

Campus Number: 166904001   Total Membership: 453

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,022,341	100.00	8,879	4,457,644	100.00	9,840
Operating-Payroll	3,324,213	82.64	7,338	3,498,354	78.48	7,723
Other Operating	670,819	16.68	1,481	819,076	18.37	1,808
Non-Operating(Equipt/Supplies)	27,309	0.68	60	140,214	3.15	310
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,995,032	100.00	8,819	4,317,430	100.00	9,531
Instruction (11,95) *	2,312,623	57.89	5,105	2,500,353	57.91	5,520
Instructional Res/Media (12) *	29,510	0.74	65	32,151	0.74	71
Curriculum/Staff Develop (13) *	16,414	0.41	36	38,894	0.90	86
Instructional Leadership (21) *	145,239	3.64	321	147,612	3.42	326
School Leadership (23) *	377,594	9.45	834	378,133	8.76	835
Guidance/Counseling Svcs (31) *	132,888	3.33	293	133,088	3.08	294
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	30,924	0.77	68	30,924	0.72	68
Food (35) **	0	0.00	0	80,106	1.86	177
Extracurricular (36) *	659,554	16.51	1,456	661,928	15.33	1,461
Plant Maint/Operation (51) * **	286,236	7.16	632	310,191	7.18	685
Security/Monitoring (52) * **	4,050	0.10	9	4,050	0.09	9
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,045,192	100.00	6,722	3,258,307	100.00	7,193
Regular	1,638,040	53.79	3,616	1,656,776	50.85	3,657
Gifted & Talented	42,246	1.39	93	42,246	1.30	93
Career & Technical	679,194	22.30	1,499	713,399	21.89	1,575
Students with Disabilities	422,078	13.86	932	422,078	12.95	932
Accelerated Education	0	0.00	0	129,414	3.97	286
Bilingual	9,020	0.30	20	9,020	0.28	20
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%	139,088	4.57	307	169,848	5.21	375
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	115,526	3.79	255	115,526	3.55	255
Prekindergarten	0	0.00	0	0	0.00	0

 *Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

T E X A S E D U C A T I O N A G E N C Y
2017-2018 PEIMS Actual Financial Data by Campus

School Campus: Rockdale J H   District: ROCKDALE ISD

Campus Number: 166904041   Total Membership: 338

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,166,884	100.00	6,411	2,544,988	100.00	7,530
Operating-Payroll	1,917,997	88.51	5,675	2,133,038	83.81	6,311
Other Operating	230,232	10.63	681	377,379	14.83	1,117
Non-Operating(Equipt/Supplies)	18,655	0.86	55	34,571	1.36	102
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,148,229	100.00	6,356	2,510,417	100.00	7,427
Instruction (11,95) *	1,491,119	69.41	4,412	1,766,449	70.36	5,226
Instructional Res/Media (12) *	28,124	1.31	83	28,616	1.14	85
Curriculum/Staff Develop (13) *	2,441	0.11	7	29,331	1.17	87
Instructional Leadership (21) *	40,117	1.87	119	40,117	1.60	119
School Leadership (23) *	222,112	10.34	657	224,096	8.93	663
Guidance/Counseling Svcs (31) *	77,495	3.61	229	77,495	3.09	229
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	29,599	1.38	88	29,599	1.18	88
Food (35) **	0	0.00	0	57,997	2.31	172
Extracurricular (36) *	78,129	3.64	231	77,624	3.09	230
Plant Maint/Operation (51) * **	178,342	8.30	528	178,342	7.10	528
Security/Monitoring (52) * **	751	0.03	2	751	0.03	2
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	1,891,007	100.00	5,595	2,195,301	100.00	6,495
Regular	1,277,370	67.55	3,779	1,323,349	60.28	3,915
Gifted & Talented	8,330	0.44	25	8,330	0.38	25
Career & Technical	1,466	0.08	4	1,466	0.07	4
Students with Disabilities	336,981	17.82	997	336,981	15.35	997
Accelerated Education	0	0.00	0	139,655	6.36	413
Bilingual	8,757	0.46	26	8,757	0.40	26
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%	258,103	13.65	764	376,763	17.16	1,115
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

 *Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

T E X A S E D U C A T I O N A G E N C Y
2017-2018 PEIMS Actual Financial Data by Campus

School Campus: Rockdale Int   District: ROCKDALE ISD

Campus Number: 166904103   Total Membership: 335

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	1,874,270	100.00	5,595	2,231,793	100.00	6,662
Operating-Payroll	1,771,407	94.51	5,288	2,022,714	90.63	6,038
Other Operating	100,466	5.36	300	206,682	9.26	617
Non-Operating(Equipt/Supplies)	2,397	0.13	7	2,397	0.11	7
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	1,871,873	100.00	5,588	2,229,396	100.00	6,655
Instruction (11,95) *	1,371,376	73.26	4,094	1,651,126	74.06	4,929
Instructional Res/Media (12) *	24,342	1.30	73	24,229	1.09	72
Curriculum/Staff Develop (13) *	1,397	0.07	4	22,900	1.03	68
Instructional Leadership (21) *	36,005	1.92	107	36,005	1.62	107
School Leadership (23) *	216,442	11.56	646	217,726	9.77	650
Guidance/Counseling Svcs (31) *	57,785	3.09	172	57,785	2.59	172
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	51,830	2.77	155	51,830	2.32	155
Food (35) **	0	0.00	0	55,520	2.49	166
Extracurricular (36) *	386	0.02	1	-35	0.00	0
Plant Maint/Operation (51) * **	112,310	6.00	335	112,310	5.04	335
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	1,759,177	100.00	5,251	2,061,714	100.00	6,154
Regular	1,202,377	68.35	3,589	1,247,412	60.50	3,724
Gifted & Talented	932	0.05	3	932	0.05	3
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	256,672	14.59	766	256,672	12.45	766
Accelerated Education	0	0.00	0	144,301	7.00	431
Bilingual	13,285	0.76	40	13,285	0.64	40
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%	285,911	16.25	853	399,112	19.36	1,191
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

 *Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

T E X A S   E D U C A T I O N   A G E N C Y
2017-2018 PEIMS Actual Financial Data by Campus

School Campus: Rockdale El   District: ROCKDALE ISD

Campus Number: 166904101   Total Membership: 402

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,106,710	100.00	5,241	2,434,012	100.00	6,055
Operating-Payroll	1,939,430	92.06	4,824	2,185,576	89.79	5,437
Other Operating	129,301	6.14	322	210,457	8.65	524
Non-Operating(Equipt/Supplies)	37,979	1.80	94	37,979	1.56	94
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,068,731	100.00	5,146	2,396,033	100.00	5,960
Instruction (11,95) *	1,572,118	75.99	3,911	1,822,418	76.06	4,533
Instructional Res/Media (12) *	20,634	1.00	51	21,197	0.88	53
Curriculum/Staff Develop (13) *	1,904	0.09	5	18,026	0.75	45
Instructional Leadership (21) *	42,451	2.05	106	42,451	1.77	106
School Leadership (23) *	227,918	11.02	567	229,521	9.58	571
Guidance/Counseling Svcs (31) *	28,175	1.36	70	28,175	1.18	70
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	29,017	1.40	72	29,017	1.21	72
Food (35) **	0	0.00	0	58,434	2.44	145
Extracurricular (36) *	3,736	0.18	9	4,016	0.17	10
Plant Maint/Operation (51) * **	142,778	6.90	355	142,778	5.96	355
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	1,922,217	100.00	4,782	2,190,242	100.00	5,448
Regular	1,260,225	65.56	3,135	1,290,339	58.91	3,210
Gifted & Talented	519	0.03	1	519	0.02	1
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	113,920	5.93	283	113,920	5.20	283
Accelerated Education	0	0.00	0	135,163	6.17	336
Bilingual	9,551	0.50	24	9,551	0.44	24
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%	174,158	9.06	433	274,821	12.55	684
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	363,844	18.93	905	365,929	16.71	910

 *Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

Texas Education Agency

Home / **Student Testing and Accountability** / **Accountability** / Accreditation Status

2018-2019 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2018-2019 are listed below:

Show/Hide columns:
CDN | Name | ESC | District Type | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2018-2019 Accreditation Status | Reason For Status | Notes

Show 100 ▾ entries   Search: Rockdale ISD

CDN	Name	ESC	2018 FIRST Rating	2018 Accountability Rating	2018-2019 Accreditation Status	Reason For Status	Notes
166904	ROCKDALE ISD	6	A - Superior	C	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,201 total entries)   Previous   1   Next

Rockdale Independent School District

District Improvement Plan

2018-2019

Mission Statement

Challenge all students to achieve academic and personal excellence in a rigorous, relevant, and supportive learning environment.

Vision

Working together to ensure each student becomes a successful and productive citizen in a diverse society.

Table of Contents

Goal 1: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 1: 100% of all instructional positions will be filled with highly qualified teachers and paraprofessionals who meet required state certification by the first day of school 2018, with 94% staff retention.

    Evaluation Data Source(s) 1: Certification Records, hiring and resignation records, exit surveys

    Summative Evaluation 1: Significant progress made toward meeting Performance Objective

    Next Year's Recommendation 1: Staff retention was at 75%. Some of this was due to retirement and staff moving due to loss of spouse's job and the need to move away from this area. Next year - reach for 94% staff retention.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Equity Plan Strategy **Critical Success Factors** CSF 7 1) Implement research-supported hiring processes to ensure the selection of the best candidates available. Analyze teacher certification, service records, and additional credentials to ensure 100% of teachers and instructional paras meet the state certification requirements.	Human Resources	100% certified staff	100%	100%	100%	100%
Equity Plan Strategy **Critical Success Factors** CSF 7 2) Offer summer academies and training opportunities to assist teachers in maintaining or attaining certification through alternative certification programs, G/T, ESL, special ed. course work and TExES testing. Provide reimbursement for testing and certification to staff members who add certificates related to their teaching assignment.	Human Resources	100% certified staff	90%	91%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Equity Plan Strategy **Critical Success Factors** CSF 7 3) Provide child care, ages 6 weeks through PreK, for district staff through the Tiger Learning Center to recruit and retain quality staff.	Asst. Superintendent	Recruitment and retention of quality staff.	32%	61%	100%	→
Critical Success Factors CSF 7 4) Improve the onboarding process to include online forms. Work with Payroll and Accounts payable to streamline processes to make onboarding a more pleasant experience for new hires. Open communications between new staff and Human Resources focusing on positive Customer Service.	Human Resources	Retention of quality staff	50%	76%	100%	100%

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

Goal 1: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 2: The percentage of teachers who receive proficient or above on all dimensions of T-TESS will increase by 10% by 2020.
   Evaluation Data Source(s) 2: T-TESS summary data for all teachers, T-TESS and walkthrough evaluations, student performance data, PLC documentation. Lead4ward and EduHero documentation.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Revise objective to better represent campus and district progress on reaching evaluation goals.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy **PBMAS** **Equity Plan Strategy** **Critical Success Factors** CSF 3 CSF 7 1) Provide professional development in Professional Learning Communities and set aside the time for those groups to meet, plan, and analyze needs, curriculum, assessments, and data.	District Instructional Coordinators	Improved Student Performance	38%	65%	90%	→
Comprehensive Support Strategy **Critical Success Factors** CSF 3 CSF 7 2) Provide targeted professional development for ELA teachers to address weaknesses in individual and subgroup performances. Evaluate implementation of training and use data to determine what is working and needs to continue, and what needs to be revised.	District and Campus Instructional Coordinators	Improved student performance	34%	64%	85%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy **Critical Success Factors** CSF 3 CSF 7 3) Employ a district level instructional coordinators (elem/inter and secondary) and a campus level instructional coach at the junior high campus to focus on teacher quality and professional development. Continue to employ curriculum specialists at elementary and intermediate with federal funds for intervention support.	Assistant Superintendent	Improved student performance	100%	100%	100%	→
Critical Success Factors CSF 3 CSF 7 4) Provide vertical professional development in ABA, transition, inclusion, and intervention support strategies to all SPED staff members to align practices and resources.	Assistant Superintendent	Improve student performance			80%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 1: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 3: Provide meaningful incentive and awards to staff to promote a positive school climate and encourage recruitment and retention.
Evaluation Data Source(s) 3: Recruitment and retention percentages compared to previous years, data from staff surveys

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 6 CSF 7 1) Review incentive and award procedures with all leadership team to ensure compliance with local, state, and federal guidelines.	Central Office Admin.	100% compliance with guidelines.		35%	100%	100%
Equity Plan Strategy **Critical Success Factors** CSF 7 2) Provide a $500 stipend to all classroom teachers who hold or obtain a Master's Degree in their assigned field.	Human Resources	Increase longevity percentage by 15%.	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 1: The percentage of students who score at meet standard on ELA/Reading STAAR will increase by 8% from 42% to 50% by June 2019 when compared to May 2018 scores.

    Evaluation Data Source(s) 1: 2018 STAAR data, 2019 STAAR data, failure reports, teacher surveys, course completion, ECC records, At-risk documents in student folders, Intervention logs, failure reports, attendance data, disaggregated assessment data

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

    Next Year's Recommendation 1: District score increased from 42% to 44% - growth % will be adjusted with goal to remain at 50%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) Provide training in Guided Reading through Fountas and Pinnell for all ELA teachers in grades PreK-5 and training in Wilson Phonics for all ELA teacher in grades PreK-2. Monitor implementation of training throughout the school year.	Elementary and Intermediate Administrators	Build a foundation of Reading	60%	75%	100%	100%
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 2) Design and implement extended day/year learning opportunities for students not mastering the curriculum and in need of additional supports (ACE, intervention periods, Saturday School, after school, summer school).	Campus Administrators	Provide additional opportunities for intervention and extension as a means of addressing the needs of all students.				100%
Critical Success Factors CSF 1 CSF 2 3) Provide campuses with a variety of programs and resources such as the Aware and Renaissance software programs, TEKS Resource System, SpringBoard, AVID, WebCat, TPRI, CIRCLE, Lead4Ward, learning.com, adopted textbooks, online resources, and teacher-developed materials to analyze individual student needs, develop research-based instructional strategies and align curriculum content.	Campus Administrators	Build a foundation for Reading and Math	100%	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 4 CSF 6 4) District-wide implementation of the ACE grant through the employment of four grant site coordinators will provide intervention support before school and four afternoons a week and a six-week summer school program.	Assistant Superintendent	Build a foundation for Reading and Math	45%	70%	100%	100%

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

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 2: Increase the number of graduates who are College, Career, Military Ready (CCMR) to 100% by 2020.
    Evaluation Data Source(s) 2: Qualifying scores for community college, college, military, or industry certification, Practicum level courses, introductory certifications - OSHA, certification eligibility through preparation and training, number of certifications obtained by students, testing performance, course and pathway completion

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Goal will remain the same

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Design and implement credit recovery learning opportunities for students not mastering the curriculum and in need of additional supports (Edgenuity, intervention periods, Saturday School, after school, summer school).	High School Administrators	Connect high school to college and career	35%	60%	100%	100%
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 2) Develop systems to increase enrollment in AP & Dual Credit Courses and increase student scores on AP Exams, PSAT, SAT, and ACT. Show improvement in the district's AP, PSAT, SAT and ACT scores by 5%.	High School Administrators	Connect high school to college and career	35%	55%	100%	→
3) Parent/student support and training on processes to apply for scholarships and financial aid including Higher Education Admissions, Financial Aid; Texas Grant Program; Scholarships; Student Intervention; Parental Communication	Counselors	Connect high school to college and career				→
Critical Success Factors CSF 1 CSF 6 4) Offer industry certifications to students through various career pathways and encourage students to test and obtain these certifications to obtain necessary skills for immediate employment.	CTE Director	Connect high school to college and career	80%	85%	95%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 4 5) Create a district-wide post-secondary (college, career, and military) readiness plan that will serve to build the skills students need to be successful upon graduation from Rockdale ISD.	CTE Director	Connect high school to college and career	85%	90%	95%	100%

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

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 3: Rockdale ISD will increase the School Progress indicator on the TEA Accountability system by 5% from 75 to 80.
    Evaluation Data Source(s) 3: STAAR 2018 and 2019 Accountability Reports

Summative Evaluation 3:

Next Year's Recommendation 3: School Progress indicator went from 75% to 89% - will increase goal for next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Implement Educational Concerns Committees (ECC) and Response to Intervention (RtI) using a common protocol to monitor and assist identified at-risk students who did not master a section of the 2018 STAAR. Ensure they are meeting the following success standards: attend school at least 90% of the days; pass all core subject areas; pass all appropriate assessments.	Campus Administrators	Ensure that all students make at least one year's growth as indicated on the TEA Accountability System.	20%	55%	100%	→
Critical Success Factors CSF 1 2) Provide Title I, Part A services to the campuses that have 40% or more of the students on free or reduced lunches. FTE's will be funded by State Compensatory Education (SCE) to enhance the overall instructional program to meet the required state student assessment standards.	Asst. Superintendent	Improve lower performing students	15%	50%	100%	→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 4: Identify and provide appropriate services to all students in special programs including special education, English as a Second Language, 504, Dyslexic, and Gifted and Talented so that the percentage of students in special programs showing progress on in the TEA Accountability system will increase by 5%.

    Evaluation Data Source(s) 4: State Assessment Report, course completion rate, Special Education student review folders, inclusion schedules, ESL review folders, ECC minutes, assessment data, failure reports

Summative Evaluation 4:

Next Year's Recommendation 4: The district met 7 out of 18 targets in the Closing the Gaps domain. This will be an area of focus next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 2 1) Provide district support of the ESL program to address needs of the assigned students, including training on ESL strategies, ESL Certification prep for teachers, in-class support, direct services, and documentation support.	ESL Coordinator	Show at least one year's growth for all students.	45%	55%	85%	→
Comprehensive Support Strategy **Critical Success Factors** CSF 1 2) Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to ensure all special program students make at least one year's growth.	Campus Administrators	Ensure all students make at least one year's growth	35%	60%	60%	→
Critical Success Factors CSF 3 CSF 7 3) District will provide support and oversight of dyslexia services and instruction to all eligible students. Staff at each campus will be trained in Wilson strategies through ESC 13.	Asst. Superintendent	Improve low performing students	25%	50%	100%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 4 4) The Community Relations Director will communicate with parents and increase participation and assistance with the McKinneny-Vento Homeless Act and with Foster Care, and identify and serve the academic and social needs of students experiencing homelessness or in foster care. Services may include: tutorials, after school programming, and counseling.	Community Relations Director	Improve low performing students	66%	74%		100%
Critical Success Factors CSF 1 CSF 4 5) Analyze the promotion/ retention practices, attendance and drop-out rates and leaver codes so that action can be taken to provide intervention in areas of deficit and inequity using the following programs: ESL, Early Reading Intervention, Personal Grade Plans, G/T, Credit Recovery, Homebound, Co- and Extra-Curricular activities, Special Education, Summer School, Accelerated Learning, Homeless support, RtI.	Campus Principals	Retention rates less than 1% by grade level and drop-out rates less than 1.5%. State Data Reports, Leaver Report, TPRI scores	20%	55%	85%	→
Critical Success Factors CSF 1 CSF 5 6) Rockdale ISD will work with ESC 6 staff to implement the Migrant identification and recruitment plan, and to provide program services to identify and serve migrant families.	Migrant Recruiters, Asst. Superintendent	All Migrant students will achieve one year academic growth.	15%	45%	80%	→

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

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 5: Rockdale ISD will establish and maintain technology infrastructure and equipment and will provide current technological tools to accomplish the functions of administrative and support staffs to ensure 100% of all RISD students earn a high school diploma and in keeping with the Texas State School Board's Long Range Plan for Technology.

Evaluation Data Source(s) 5: Survey results, program evaluation, 100% of campuses receiving installation of technology infrastructure and online access; increased utilization of software programs among district employees, STAR Chart data, Spiceworks data

Summative Evaluation 5: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 6 1) Keeping technology current: As technology is ever changing, Rockdale ISD will maintain a technology that is current and up to date with patches, firmware, security releases etc. This includes networking equipment, district computers, laptops, Chromebooks, tablets, etc. Also includes updating software like skyward with latest updates	Technology Director	Technology resources will be available for student and staff needs.	66%	33%	85%	100%
Critical Success Factors CSF 1 2) Provide more efficient access to district digital programs and ensure instructional staff are aware of available resources. Continue to provide support and training to instructional staff for effective use of these tools.	Educational Technology Director	Build foundation for Reading and Math	34%	90%	95%	100%
Critical Success Factors CSF 4 3) Technology Up-time: Keeping the internet and access to the internet up as much as possible. Take down access during non-busy hours, non-testing times, and other off hours for repair and maintenance	Technology Director	Technology resources will be available for student and staff needs.	33%	33%	70%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 3 CSF 4 CSF 6 4) Monitor and adjust the long-term technology plan to improve classroom access to technology. Maintain standardization of all operating systems and office applications throughout the district.	Technology Director	All classrooms contain standard technology package, All devices loaded with approved versions of Windows, as well as Office applications.	33%	33%	65%	→
Critical Success Factors CSF 1 CSF 2 5) Research instructional materials and resources to strengthen classroom instruction and enhance student learning to reach all levels of students.	Educational Technology Director	Support all students to reach their potential and continue to grow academically.	24%	50%	85%	100%
Critical Success Factors CSF 6 6) Provide access to information on ethical uses of technology including: Internet Safety, Acceptable Use, Social Networking, Digital Footprint and Copyright issues for teachers and students.	Technology Director and Educational Technology Director	Safe and effective use of technology resources.	21%	70%	90%	100%

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

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 1: Provide monthly opportunities for parents and community members to offer input and suggestions on creating a welcoming environment and encouraging participation as partners in the education of children.

    Evaluation Data Source(s) 1: Sign-in sheets for DEC, SHAC, public forums and other district-level parent activities, minutes from meetings.

    Summative Evaluation 1: Met Performance Objective

    Next Year's Recommendation 1: Use information from DEC minutes and parent survey to plan parent events for upcoming year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 5 CSF 6 1) Conduct Annual Title I Meetings and provide information to parents on ESSA/Title program, GT, ESL, CTE, Special Ed, Dyslexia, ACE, SSI, tutoring at all campuses and district-wide events.	Community Relations Director	Improve communication and participation	33%	100%	100%	100%
Critical Success Factors CSF 5 2) Conduct School Health Advisory Council meetings 4 times a year to evaluate and provide input into the development of the eight components of a Coordinated School Health Program and the District Safe and Drug Free Plan.	Community Relations Director	Improve communication and participation	66%	77%	85%	100%
Critical Success Factors CSF 5 3) Continue the SHAC development and implementation of drug/alcohol awareness and social media support and intervention programs for students, staff, and parents district-wide.	Community Relations Director	Decrease the number of drug related and social media incidents through the promotion of age appropriate educational awareness programs with a focus on safe and drug free environments.	66%	73%	100%	→
Critical Success Factors CSF 5 4) Increase volunteer and service opportunities for learners within the community.	Community Relations Director	Improve communication and participation	33%	70%	90%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 5 CSF 6 5) Work with the District-wide Educational Council during the school year to provide a forum for input, development, and evaluation of district improvement plan. The DEC includes community, business and parent representatives.	Asst. Superintendent	Build a foundation of reading and math Connect high school to career and college Improve low-performing schools	26%	53%	100%	→

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

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 2: Expand the ability and variety of methods to communicate information and connect with parents, families, businesses, and the community in more effective ways.

Evaluation Data Source(s) 2: Sign-in sheets, survey results, parent feedback

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 5 1) Submit information to the Rockdale Reporter, KRXT radio, RISD website, School Messenger, and through social media regarding district events and news, bad weather notifications, to keep parents, students, staff members, and community members informed and to increase school to home communication.	Community Relations Director	Increased parental participation and awareness	33%	51%	100%	→
Critical Success Factors CSF 5 2) Enlist, train and utilize parent volunteers to provide translations for parent conferences and parent meetings.	ESL Coordinator	Improve parent communication	58%	75%	100%	100%
Critical Success Factors CSF 5 3) Conduct parent involvement evaluation: Design evaluation; Collect data; Analyze data; Identify barriers to parent participation (e.g., special student groups, Limited English Proficient, economically disadvantaged, migrant); Revise the current policy as appropriate	Community Relations Director	Improve parent communication	19%	29%	100%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 5 4) Provide specific information to parents in through multiple sources (school messenger, social media, school newsletters) on upcoming events and how those events will benefit students and families.	Community Relations Director	Improved trust and support of parent and community partners as evidenced by survey results, increased participation, and positive responses.	33%	60%	100%	→
Critical Success Factors CSF 5 5) Provide orientation opportunities for parents to support transition through grades and when introducing new opportunities.	Campus Administrators	Improved trust and support of parent and community partners as evidenced by survey results, increased participation, and positive responses.		25%	95%	→
Critical Success Factors CSF 5 CSF 6 6) Provide additional opportunities for parents to participate in school and district activities: family events during the school day and after school, designated parent days throughout the school year, cultural events, volunteer and mentoring opportunities.	Campus administrators	Improved trust and support of parent and community partners as evidenced by survey results, increased participation, and positive responses.	45%	75%	100%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: Rockdale ISD will use its available resources to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 1: RISD will provide modern, attractive, safe, and encouraging learning environments where students and staff are respected.
    Evaluation Data Source(s) 1: Meeting agendas, lesson plans, website, campus handbooks, minutes, board presentations

    Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 6 1) Rockdale ISD and all campuses will implement policies and procedures to maintain a "No Place for Hate" designation from the Anti-Defamation League.	District administrators	Improved climate and culture	65%	80%	100%	100%
Critical Success Factors CSF 3 2) Rockdale ISD will provide a comp day for all staff to complete mandatory training in sexual harassment, sexual abuse, early mental health interventions, bullying prevention, and other required training.	Human Resources	Improved climate and culture	0%	100%	100%	100%
Critical Success Factors CSF 6 3) RISD will implement a Bullying Policy district-wide. All RISD staff will be trained on the plan and their responsibilities. Campuses will develop strategies that support compensatory skills and healthy lifestyles in students to address unwanted verbal aggression, conflict resolution, digital citizenship, and prevention, sexual abuse and harassment, suicide prevention, pregnancy-related services, dating violence and other forms of bullying.	Community Relations Director	Bullying incidents will decrease from prior year.	70%	70%	100%	→
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 4: Rockdale ISD will use its available resources to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 2: Rockdale ISD will be 100% compliant with safety and security audits, drills, and crisis management plan requirements.
  Evaluation Data Source(s) 2: 100% on Safety Audit, reduction in safety-related incidents, sign-in sheets, meeting and training agendas

  Summative Evaluation 2: Met Performance Objective

  Next Year's Recommendation 2: Update with new Legislative requirements

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 6 1) Update the Emergency Management Plan annually. Coordinate with district and campus liaisons to implement multi-hazard emergency plan and train all staff, students, parents, and community on safety procedures. Monitor mandated safety drills, including fire drills, lockdown drills, tornado drills, and evacuation drills and coordinate with local emergency responders.	Community Relations Director	Improved culture and climate	66%	70%	100%	→
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Goal 4: Rockdale ISD will use its available resources to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 3: Support Services will provide support in District maintenance, custodial, grounds, and transportation operations to reach 100% customer satisfaction.

    Evaluation Data Source(s) 3: District Reports

    Summative Evaluation 3: Significant progress made toward meeting Performance Objective

    Next Year's Recommendation 3: Continue current goals

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 6 1) Reduce the use of outside contractors for repair work by adding equipment and training for current staff.	Maintenance Director	Reduce call outs to contractors by 50%.	5%	40%	75%	→
Critical Success Factors CSF 6 2) Provide additional training and support for drivers in student management and driving safety.	Transportation Director	Increase safety for students	15%	55%	85%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: Rockdale ISD will use its available resources to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 4: Rockdale ISD will maintain a strong financial base for academic and operational functions so that the district fund balance will be no less than 25% (3 months operating) of the appropriations budget for the General Operating Fund.

Evaluation Data Source(s) 4: District bond rating

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Focus on training and refinement of department processes.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Increased and more effective use of purchasing co-ops and outside resources to provide maximum benefit of allocated funds.	Finance Director	Reallocation of funds to un-budgeted expenses.	25%	65%	95%	→
2) Provide training to campus and district personnel to support a better understanding of fund sources and correct use of funds.	Finance Director	Improved coding and management of assigned funds, more effective use of time and resources.	15%	35%	90%	→
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Rockdale Independent School District

Rockdale High School

2018-2019

Mission Statement

Challenge all students to achieve academic and personal excellence in a rigorous, relevant, and supportive learning environment.

Vision

Working together to ensure each student becomes a successful and productive citizen in a diverse society.

Rockdale High School is a School-wide Title I Campus

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Goal 1: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 1: Rockdale High School will increase staff retention from 79% to 90% by June 2019.

 Evaluation Data Source(s) 1: Certification Records, hiring and resignation records, exit surveys

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy **Critical Success Factors** CSF 3 CSF 6 CSF 7 1) Provide on-going professional development for new to the profession teachers (monthly).	Principal Assistant Principal Instructional Coordinator	Increase retention of teachers	33%	50%	75%	100%
Comprehensive Support Strategy **Critical Success Factors** CSF 3 CSF 6 CSF 7 2) Provide on-going professional development to teachers through PLCs, department meetings, faculty meetings, and district days.	Principal Assistant Principals Instructional Coordinator Department Chairs AVID Site Team CTE Director	Increase retention of teachers. Increase quality of instruction.	66%	66%	75%	→
Comprehensive Support Strategy **Critical Success Factors** CSF 6 CSF 7 3) Provide increased opportunities for non-school related activities for staff.	Administrators & Teachers	Increase campus morale Increase retention of teachers.	33%	35%	50%	→
Comprehensive Support Strategy **Critical Success Factors** CSF 3 CSF 6 CSF 7 4) Provide a mentor for all new to the profession teachers.	Principal	Increase teacher retention.	66%	66%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May

 = Accomplished   = Continue/Modify   = No Progress   = Discontinue

Goal 1: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 2: The percentage of Rockdale High School teachers who receive proficient or above on all dimensions of T-TESS will increase by 20% by May 2020.

Evaluation Data Source(s) 2: T-TESS summary data for all teachers, T-TESS and walkthrough evaluations, student performance data, PLC documentation.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Provide on-going professional development through PLCs and faculty meetings.	Principal Assistant Principal Instructional Coordinator Department Chairs AVID Site Team CTE Director	Improve classroom instruction and provide teachers additional strategies/resources.	33%	60%	75%	→
Critical Success Factors CSF 7 2) Improve lesson plan development (use of new lesson plan template) including a focus on Costa's Questioning.	Principal Assistant Principal	Improve classroom instruction and teacher preparation.	15%	33%	75%	100%
Critical Success Factors CSF 7 3) Provide feedback, support, and professional development opportunities for teachers as identified during walkthroughs.	Principal Assistant Principal	Improve classroom instruction and teacher preparation.	66%	66%	70%	→
Critical Success Factors CSF 1 CSF 4 4) Provide training for teachers in differentiation.	Principal Assistant Principal AVID Site Team	Improve classroom instruction and teacher preparation.	66%	66%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May

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

Goal 1: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 3: Increase the number of Rockdale High School teachers trained in Professional Learning Communities, Advanced Placement Summer Institute, and AVID Pathways by May 2019 (from 0-1 teacher in each department to 1-3).
    Evaluation Data Source(s) 3: Training certificates, PLC docuementation.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide professional development through PLCs on Professional Learning Communities, AVID Pathways, and APSI strategies.	Principal Assistant Principal Instructional Coordinator Department Chairs AVID Site Team CTE Director	Recruit, support, and retain high quality teachers. Improve classroom instruction and teacher preparation.	66%	66%	75%	100%
		100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 1: The percentage of Rockdale High School students who score at meet standard on STAAR EOC will increase by 10% by July 2019.
English 1 41%-51%
English 2 53%-63%

Evaluation Data Source(s) 1: 2018 STAAR data, 2019 STAAR data, failure reports, teacher surveys, course completion, ECC records, At-risk documents in student folders, Intervention logs, failure reports, attendance data, disaggregated assessment data

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Refine goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Provide targeted enrichment and intervention during FLEX based ob CBA and assessment data.	Principal, Assistant Principals, Instructional Coordinator, Teachers	Improved Academic Performance	33%	66%	70%	→
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Collect writing samples each six weeks from students (analyze and increase student writing).	Principal, Assistant Principals, Instructional Coordinator, Teachers	Improved Academic Performance and College and Career Readiness	66%	66%	75%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 2: Increase the number of Rockdale High School graduates who are College, Career, Military Ready (CCMR) to 80% by July 2019.

    Evaluation Data Source(s) 2: Qualifying scores for community college, college, military, or industry certification, Practicum level courses, introductory certifications - OSHA, certification eligibility through preparation and training, number of certifications obtained by students, testing performance, course and pathway completion

    Summative Evaluation 2: Significant progress made toward meeting Performance Objective

    Next Year's Recommendation 2: continue goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 2 1) Systematic approach to scheduling and tracking students choices and scores.	Principal, Assistant Principals, Counselors, and CTE Director	Increase in students meeting the CCMR requirement for graduation.	33%	45%	75%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 3: Rockdale High School will increase the number of students that score a 3 or higher on Advanced Placement exams by 25%.
Evaluation Data Source(s) 3: College Board summary reports 2019.

Summative Evaluation 3:

Next Year's Recommendation 3: Scores are not available until mid-July

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Provide targeted enrichment during FLEX based ob CBA and assessment data.	Principal, Assistant Principals, Instructional Coordinator, Teachers	Improved Academic Performance and College Career Readiness	33%	50%	65%	→
Critical Success Factors CSF 1 CSF 2 2) Collect writing samples each six weeks from students (analyze and increase student writing).	Principal, Assistant Principals, Instructional Coordinator, Teachers	Improved Academic Performance and College and Career Readiness	33%	51%	75%	100%
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 3) Focus on Backward Design, Curriculum & Assessment Planning for instruction.	Principal, Assistant Principals, Instructional Coordinator, Teachers	Improved Academic Performance and increase in rigor for assessments.	33%	51%	75%	→
Critical Success Factors CSF 1 4) Provide testing for all students enrolled in AP classes at no cost.	Counselors and Principal	More particpants	33%	45%	75%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 4: Rockdale High School will increase the number of students that score a 350 or higher on the Texas Success Initiative exam by 25% by July 2019.

Evaluation Data Source(s) 4: Texas Success Initiative exam reports 2019.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 3 CSF 6 1) Increased opportunities for students to test on campus.	Counselors and Principal	Increased results and more participants.	66%	66%	75%	→
2) Provide test prep materials and time for students	Counselors, Teachers and Principal	Increased results and increase in student confidence	33%	35%	75%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 5: Rockdale High School will improve Tiered instruction for all students. Focusing on Tier 1 and Tier 2 supports (initial instruction and FLEX instruction)

Evaluation Data Source(s) 5: Professional Development agendas, PLC agendas, AVID Site Team agendas, walkthrough data, FLEX rosters, assessment data, and exam results.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: continue goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 4 CSF 7 1) Incorporate AVID strategies in classes regularly.	Principal, Assistant Principals, Instructional Coordinator, Teachers	Improved Academic Performance and increase in rigor/engagement.	66%	66%	75%	→
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) On-going professional development (AVID and Higher Level Questioning)	Principal, Assistant Principals, Instructional Coordinator, AVID Site Team	Improved Academic Performance and increase in rigor/engagement.	66%	66%	75%	→
100% = Accomplished	→ = Continue/Modify		0% = No Progress	✗ = Discontinue		

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 1: Rockdale High School will provide monthly opportunities for parents and community members to offer input and suggestions on creating a welcoming environment and encouraging participation as partners in the education of children.

   Evaluation Data Source(s) 1: Sign-in sheets for CEC, SHAC, Booster Club Meetings, and College Readiness Activities public forums and other campus-level parent activities, minutes from meetings.

   Summative Evaluation 1: Met Performance Objective

   Next Year's Recommendation 1: refine goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 5 CSF 6 1) Monthly meetings scheduled and calendared throughout the year.	Principal and Sponsors	Increased participation and productivity	66%	66%	75%	100%

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

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 2: Rockdale High School will continue to expand the variety of methods to communicate information and connect with parents, families, businesses, and the community in more effective ways.

    Evaluation Data Source(s) 2: Sign-in sheets, survey results, parent feedback, webpage statistics

    Summative Evaluation 2: Significant progress made toward meeting Performance Objective

    Next Year's Recommendation 2: continue goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 3 CSF 5 CSF 6 1) RHS will maintain communication through weekly campus newsletters, email, social media, web page, and school messenger	Principal, Principal's Secretary, Counselors, and Receptionist	Increased participation and productivity for all stakeholders	66%	66%	75%	100%
	100% = Accomplished		→ = Continue/Modify		0% = No Progress	✕ = Discontinue

Goal 4: Rockdale ISD will use its available resources to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 1: Rockdale High School will provide modern, attractive, safe, and encouraging learning environments where students and staff are respected.

    Evaluation Data Source(s) 1: Meeting agendas, website, campus handbooks, minutes, presentations

    Summative Evaluation 1: Met Performance Objective

    Next Year's Recommendation 1: refine goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 6 1) Rockdale High School will implement policies and procedures to maintain a "No Place for Hate" designation from the Anti-Defamation League.	Counselors NPFH Committee	Improved climate and culture	33%	55%	75%	100%
Critical Success Factors CSF 6 2) Rockdale High School will hold class meetings 4 times per year to address campus needs with student.	Principal Assistant Principal Counselors	Improved climate and culture	33%	50%	75%	100%
100% = Accomplished		→ = Continue/Modify	0% = No Progress		✕ = Discontinue	

Goal 4: Rockdale ISD will use its available resources to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 2: Rockdale High School will be 100% compliant with safety and security audits, drills, and crisis management plan requirements.
Evaluation Data Source(s) 2: 100% on Safety Audit, reduction in safety-related incidents, sign-in sheets, meeting and training agendas

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: refine goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Update the Emergency Operation Plan. Coordinate with DERT and CERT teams to implement emergency plan and train staff and students on safety procedures. Monitor safety drills, including fire, lock down, tornado, and evacuation drills. Coordinate with local emergency responders to better prepare for emergencies. Debrief after every drill.	Assistant Principal CERT team	Improve campus climate and safety.	33%	51%	75%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Goal 4: Rockdale ISD will use its available resources to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 3: Rockdale High School will re-evaluate common area procedures campus wide with students, staff, and administration to change exit and hallway procedures for 2018-19.

    Evaluation Data Source(s) 3: Meeting agendas, signs, and safety audit data.

    Summative Evaluation 3: Met Performance Objective

    Next Year's Recommendation 3: refine goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 6 1) Meet with staff and students and re-evaluate common area procedures using discipline data. Change signage and incorporate reminders in announcements/screens. Use common language when addressing students.	Principal Assistant Principal Teachers	Improve campus climate and safety.	33%	50%	65%	100%
	100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✖ = Discontinue		

Rockdale Independent School District

Rockdale Junior High School

2018-2019

Mission Statement

Challenge all students to achieve academic and personal excellence in a rigorous, relevant, and supportive learning environment.

Vision

Working together to ensure each student becomes a successful and productive citizen in a diverse society.

Rockdale Junior High is a Title I, Part A School-wide Campus

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Goal 1: Rockdale ISD will implement systems of continuous educator improvement to recruit, support and retain qualified teachers and principals.

Performance Objective 1: Increase staff retention from 67% to 80% by July 2019 as compared to July 2018.
    Evaluation Data Source(s) 1: Teacher contracts

Summative Evaluation 1: No progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Create a hiring committee comprised of teacher leaders and specialists to utilize research-based practices to evaluate and interview applicants.	Principal	Improved quality of staff	12%	14%		✗
Critical Success Factors CSF 6 2) Formal and informal recognition through peer nominated Staff of the Month awards and affirmations in teacher boxes.	Principal	Improve campus culture Increased retention rate	51%	68%		→
Comprehensive Support Strategy **Critical Success Factors** CSF 7 3) Provide quality professional develoment to new teachers through monthly workshop sessions based on needs assessment.	Principal Assistant Principal Instructional Coaches	High quality teaching Higher academic performance	47%	41%		→
Critical Success Factors CSF 3 4) Create additional leadership opportunities through campus comittees including PBIS, Wellness, and Sunshine.	Principal Assistant Principal Instructional Coach		30%	32%		→
Comprehensive Support Strategy **Critical Success Factors** CSF 6 CSF 7 5) Embed practices from Capturing Kids Hearts in faculty meetings as well as campus PD.	Principal Assistant Principal Instructional coach	Improved campus morale Increased retention rate	55%	54%		→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 7 6) Provide targeted instructional coaching support on tier 3 R180 reading intervention class implementation	Principal Instructional Coach	Increase teacher effectiveness Increase retention rate Improved student achievement	59%	60%		→

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

Goal 1: Rockdale ISD will implement systems of continuous educator improvement to recruit, support and retain qualified teachers and principals.

Performance Objective 2: Increase the number of teachers trained in the Professional Learning Community model from 40% in May 2018 to 80% by May 2019.

    Evaluation Data Source(s) 2: Eduphoria Workshop Credit

    Summative Evaluation 2: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
			Formative			
			Nov	Jan	Mar	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 7 1)) Provide professional development in Professional Learning Communities and set aside the time for those groups to meet, plan, and analyze needs, curriculum,	Principal	Recruit, support, and retain high quality teachers	30%	54%		→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 1: Rockdale ISD will implement systems of continuous educator improvement to recruit, support and retain qualified teachers and principals.

Performance Objective 3: The percentage of teachers who receive proficient or above on all 16 dimensions of T-TESS will increase by 20% by May 2019 as compared to May 2018 ratings.

    Evaluation Data Source(s) 3: Eduphoria Strive Evaluation Reports

    Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Additional Targeted Support Strategy 1) Utilize district and campus level instructional coach to focus on teacher quality and professional development.	Principal	Increased student achievement	43%	60%		→
2) Provide structured, scheduled professional development through monthly staff meetings to increase teacher efficacy.	Principal, Instructional Coach, Assistant Principal	Improved instruction and academic performance	18%	55%		→
3) Provide in-class support and staff development opportunities as identified during walk through observations.	Principal, Assistant Principal	Improved classroom instruction	5%	36%		→
Critical Success Factors CSF 7 4) Provide in-class support for teachers based on data identified in T-TESS aligned campus walkthrough.	Administrators Instructional Coach	Improved teacher performance	11%	35%		→
Additional Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 2 5) Provide training and support for teachers in data analysis, strategic grouping, and differentiation.	Administration Instructional Coach	Increased student achievement	15%	15%		→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Rockdale ISD will ensure that all students have opportunities for success, from building a foundation of Literacy and Numeracy to connecting High School to Career and College.

Performance Objective 1: The percentage of students meeting or mastering grade level in math will increase from 37% in May 2018 to 47% in May 2019.
Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Proivde targeted enrichment during FLEX based on STAR Renaissance and unit assessment data.	Principal, Instructional Coach	Improved academic performance	36%	36%		→
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Utilize a variety of programs and resources such as Aware, STAR Ren, TEKS resource, Lead4Ward, and TexGuides, to develop research-based instructional strategies and align curriculum content.	Principal, Instructional Coach	Improved academic performance	33%	34%		→
Additional Targeted Support Strategy **PBMAS** 3) Use math TEKS tracker for focus standards on individual students.	Instructional Coach Assistant Principal Principal	Increased student achievement	32%	31%		✗
Comprehensive Support Strategy **Additional Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 4) Implement tier 3 RTI math intervention class targeting computation and problem solving skills.	Principal Instructional Coach	Closing gaps Increase retention rate Improved student achievement	51%	57%		✗

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 5) Create individual RTI folders based on universal screener data and discuss plans for intervention during scheduled and documented RTI meetings.	Principal Instructional Coach	Closing achievement gaps Increased student achievement	60%	72%		→

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

Goal 2: Rockdale ISD will ensure that all students have opportunities for success, from building a foundation of Literacy and Numeracy to connecting High School to Career and College.

Performance Objective 2: The percentage of students who approach grade level in 8th grade Social Studies will increase from 51% to 65% by May 2019.
Evaluation Data Source(s) 2: STAAR Results

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy 1) Students will co-create interactive filing cabinets for vocabulary instruction unit by unit.	Principal, assistant principal	Increased academic performance	21%	28%		→
Comprehensive Support Strategy 2) Students at all grade levels will write critically about historical events and their impact.	Principal Assistant Principal Instructional Coach	Increased student performance	40%	59%		→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Rockdale ISD will ensure that all students have opportunities for success, from building a foundation of Literacy and Numeracy to connecting High School to Career and College.

Performance Objective 3: The percentage of students meeting or mastering grade level performance in reading will increase from 37% in May 2018 to 47% in May 2019.

      Evaluation Data Source(s) 3: STAAR Results

      Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy **PBMAS** 1) Implement student data board to track progress of students in under-represented sub pops as measured by STAR Renaissance every six weeks.	Principal Instructional Coach	Closing the achievement gap	60%	65%		→
2) Provide support and oversight of dyslexia services and instruction to all eligible students. Staff at each campus will be trained in Wilson strategies through ESC 13.	Administration	Improved academic performance	39%	62%		→
Additional Targeted Support Strategy 3) Facilitate teacher collaboration through RTI meetings to design and implement interventions for students in need of tier 2 supports.	Principal, assistant principal, instructional coach	Improved student performance.	64%	68%		→
Additional Targeted Support Strategy **PBMAS** 4) Teachers will collect BOY, MOY, and EOY writing samples in core classes providing students with specific feedback from multiple teachers using a district-wide rubric.	Instructional Coach Principal Assistant Principal	Increased student achievement through critical thinking	41%	65%		→
Comprehensive Support Strategy **Additional Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 4 CSF 7 5) Implement Tier 3 RTI R180 course to address phonics and decoding skills.	Principal Instructional Coach	Closing Gaps Domain 3	30%	57%		→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 7 6) Provide in class support addressing needs in reading and writing.	Principal Instructional Coach		30%	30%		→

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

Goal 2: Rockdale ISD will ensure that all students have opportunities for success, from building a foundation of Literacy and Numeracy to connecting High School to Career and College.

Performance Objective 4: The percentage of 6th grade students who approach grade level will increase from 56% to 75% in 2019.
    Evaluation Data Source(s) 4: STAAR Results

    Summative Evaluation 4: Some progress made toward meeting Performance Objective

			Reviews			
Strategy Description	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**
Comprehensive Support Strategy 1) Provide structured grade level meetings to collaborate on individual student needs and grade level supports.	Instructional Coach Assistant Principal	Increased student achievement Increased student involvement in school programs.	19%	34%		→
Comprehensive Support Strategy 2) Implement Pre-Athletics Elective for 6th grade students interested in UIL sports.	Principal Assistant Principal	Increased involvement in ACE program Increased student achievement	47%	60%		→
Additional Targeted Support Strategy 3) Provide targeted professional development in the Capturing Kids Hearts model to support classrooms as "communities".	Instructional Coach Principal Assistant Principal	Improved student performance Increased engagement	28%	32%		→
Comprehensive Support Strategy **Additional Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 7 4) Provide targeted professional development to 6th grade team on student engagement, classroom management, and structured learning.	Principal Instructional coach	Improved academic achievement Teacher retention	28%	29%		→
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 2: Rockdale ISD will ensure that all students have opportunities for success, from building a foundation of Literacy and Numeracy to connecting High School to Career and College.

Performance Objective 5: The percent of students meeting grade level on STAAR Science will increase from 39% to 50% in 2019.
Evaluation Data Source(s) 5: 2019 STAAR Scores

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy 1) Students in all grade levels will utilize science notebooks and write critically throughout the year using a district wide scoring rubric.	Principal Assistant Principal	Increased student achievement	9%	9%		→
2) All grade levels will complete hands-on science activities/labs every two weeks.	Instructional Coach Assistant Principal Principal	Increased student achievement	15%	12%		→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: Rockdale ISD will provide strong communication of campus academic and financial performance to effectively chart paths of improvement while ensuring that all stakeholders understand the strengths in their schools and school system.

Performance Objective 1: Teachers will make 2 or more parent contacts each week with updates regarding behavior and academic progress.
Evaluation Data Source(s) 1: Eduphoria Journal Documentation

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Teachers will make 3-5 parent contacts regarding behavior concerns	Principals	Improved Communication	18%	57%		→
2) Teachers will make 3-5 parent contacts regarding academic concerns	Principals	Improved academic performance	33%	50%		→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 3: Rockdale ISD will provide strong communication of campus academic and financial performance to effectively chart paths of improvement while ensuring that all stakeholders understand the strengths in their schools and school system.

Performance Objective 2: Math and Reading intervention teachers will keep individual student data notebooks and send home weekly reports.
Evaluation Data Source(s) 2: Student Data Notebooks

Summative Evaluation 2: No progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Each week, intervention teachers will run cumulative performance reports and schedule parent conferences for students with minimal gains.	Intervention teachers, Principal, Instructional Coach	Parent communication and student performance	13%	18%		→

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

Goal 3: Rockdale ISD will provide strong communication of campus academic and financial performance to effectively chart paths of improvement while ensuring that all stakeholders understand the strengths in their schools and school system.

Performance Objective 3: Reconstitute a Parent Teacher Organization, and reach 90% teacher enrollment.
    Evaluation Data Source(s) 3: CEC sign in, CEC input on CIP review, PTO sign in and rosters.

    Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**May**
1) Assign a campus PTO representative to encourage attendance and provide minutes to staff.	Principal	Increased parent teacher involvement	34%	36%		→

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

Goal 3: Rockdale ISD will provide strong communication of campus academic and financial performance to effectively chart paths of improvement while ensuring that all stakeholders understand the strengths in their schools and school system.

Performance Objective 4: Iimplement a strategic Response to Intervention for students below grade level and effectively communicate progress to stakeholders.
    Evaluation Data Source(s) 4:

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 2 CSF 5 1) Document student progress on STAR Ren math and reading grade levels and mail home each six weeks.	Principal	Increased parent involvement	47%	77%		→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: Rockdale ISD will use its operational resources efficiently and effectively to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 1: Continue to implement and expand the impact of Positive Behavior Interventions and Supports system to improve communication of campus expectations and reduce the number of out of school and in school suspensions from 376 in 2017- 2018 by 50% in 2018 - 2019.

> **Evaluation Data Source(s) 1:** Skyward office referrals and reports.

> **Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Implement campus-wide PBIS Discipline Management Plan which teaches, models, and reinforces expectations.	Principal, PBIS Committee	Improved campus culture	21%	57%		→
2) Discipline committee will be created and review skyward referral data to determine campus needs for behavior management.	Assistant Principal	Reduced office referrals	0%	0%		→
3) Attendance committee will meet bi-weekly to discuss chronic absences and plan for intervention.	Assistant Principal	Improved attendance	0%	0%		→
4) All staff will be trained on CHAMPS as a tier i approach to classroom management.	Principal, Assistant Principal	Reduced office referrals	4%	22%		✗
5) Each month students will be recognized during grade level assemblies for academic excellence.	Principal, Assistant principal, counselor	Improved campus culture	60%	79%		→
6) Utilizing CHAMPS, Capturing Kids Hearts, and a whole child approach to restorative discipline practices.			37%	60%		→
7) Utilize relationship building and character education to change behaviors, therefore reducing the need to change them.	Assistant principal, Counselor		24%	43%		→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May

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

Goal 4: Rockdale ISD will use its operational resources efficiently and effectively to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 2: RJH will implement the Leader in Me curriculum as part of the character education program.
    Evaluation Data Source(s) 2: Lesson plans, student work

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) All 8th grade students will conduct a year long book study which will include weekly discussions and activities in Health class.	Principal, assistant principal	Reduced office referrals Improved behavior	0%	0%		✗
2) Explicit instruction will be provided to 6th grade students on 7 Habits during the Succeed elective.	Principal, assistant principal	Reduced office referrals Improved behavior Improved academic performance	28%	53%		✗
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: Rockdale ISD will use its operational resources efficiently and effectively to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 3: RJH will provide modern, attractive, safe, and encouraging learning environments where students and staff are respected.
    Evaluation Data Source(s) 3: Meeting agendas, lesson plans, website, campus handbooks, minutes, board presentations

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Teachers will update bulletin boards, posted student work, and create graphs and charts to recognize student achievement.	Principal	Improved culture and climate	27%	42%		100%
2) Hold monthly PBIS meetings to continuously maintain safe and encouraging learning environments.	Principal PBIS Staff	Improved student behavior and engagment.	31%	47%		→
3) RJH will hold an Family Art and Science night to recognize student achievement in fine arts and STEM.			41%	47%		→
4) RJH will maintain communication through weekly campus bulletins via email, social media, and through the digital marquee.	Principal	Increased parental involvement	58%	71%		→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 5: Rockdale ISD will close the academic learning gaps between student demographic groups and support each individual student by tracking their learning progress while applying appropriate Tier 1, Tier 2 and Tier 3 instruction.

Performance Objective 1: Utilize monthly time during Professional Learning Communities to provide professional development of teachers in data literacy.

    Evaluation Data Source(s) 1: PLC agendas, campus benchmark data, universal screener data, and other summative assessments.

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Training to "unpack" individual TEKS and SE information to increase the quality of Tier 1 instruction.	Principal, Assistant Principal, Instructional Coach.	Intentional time on tasks that impact accountability results.	0%	0%		✗

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

Goal 5: Rockdale ISD will close the academic learning gaps between student demographic groups and support each individual student by tracking their learning progress while applying appropriate Tier 1, Tier 2 and Tier 3 instruction.

Performance Objective 2: Define and improve Tiered education for ALL students and align concrete professional responsibilities to Tiered instruction.
    Evaluation Data Source(s) 2: Common assessment data, tutorial sign-in sheets, screener data, and state accountabilitiy data.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) A campus organizational chart that displays the roles that are integral to the tiered instructional process and a working flowchart of how students are identified to move through the tiered instructional support system.	Assistant Principal, Principal		26%	38%		✗
100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✗ = Discontinue						

Rockdale Independent School District

Rockdale Intermediate School

2018-2019

Mission Statement

Challenge all students to achieve academic and personal excellence in a rigorous, relevant, and supportive learning environment.

Vision

Working together to ensure each student becomes a successful and productive citizen in a diverse society.

Rockdale Intermediate is a Title I, Part A School-wide Campus

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Goal 1: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 1: Increase the number of content teachers trained in Professional Learning Communities from 54% in May of 2018 to 85% in May of 2019.

    Evaluation Data Source(s) 1: Eduphoria Workshop Certificates

    Summative Evaluation 1: Exceeded Performance Objective

    Next Year's Recommendation 1: Continue PLC training with new employees

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Additional Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 1) Provide professional development in Professional Learning Communities and set aside the time for those groups to meet, plan, and analyze needs, curriculum, assessments, and data without disrupting student instruction.	Principal	Recruit, support, and retain high quality teachers	100%	100%	100%	100%
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 1: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 2: 100% of classroom teachers will be ESL certified.
    Evaluation Data Source(s) 2: Number of teachers with ESL certification

    Summative Evaluation 2: Met Performance Objective

    Next Year's Recommendation 2: Continue to require for new teachers

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Provide ESL certification preparation course at RIS for non-certified teachers. Provide reimbursement for testing and certification to staff members who add certificates related to their teaching assignment.	Principal	Increase number of ESL certified teachers.	100%	100%	100%	100%

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

Goal 1: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 3: Increase the number of teachers who score proficient or better on 16 of 16 T-TESS dimensions during their observation from 88% in May 2018 to 95% in May 2019.

Evaluation Data Source(s) 3: Eduphoria Strive Evaluation Reports

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: 100% of teacher will score proficient or better

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy 1) Utilize the district level instructional coach to focus on teacher quality and professional development. Continue to employ curriculum specialists with federal funds for intervention support.	Principal	Improved student performance	100%	100%	100%	100%
Additional Targeted Support Strategy Critical Success Factors CSF 7 2) Utilize ESC 6 and ESC 13 staff for training, mentoring, and resources to support the growth of staff and student performance in ELA and math.	Principal	Improved student performance	70%	69%	100%	100%
Additional Targeted Support Strategy Critical Success Factors CSF 1 CSF 7 3) Provide vertical professional development in ABA, transition, inclusion, and intervention support strategies to all SPED staff members to align practices and resources.	Principal	Improve student performance	72%	70%	100%	100%
Additional Targeted Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 7 4) Provide professional development opportunities to assist ACE personnel in improving the academic achievement and parental involvement of ACE participants.	Principal	Increased student performance and parental involvement activities	76%	75%	90%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 7 5) Provide training and support for teachers in the following areas: the needs of special education and economically disadvantaged students, sexual abuse, bullying, child abuse awareness, allergies, digital citizenship and blood borne pathogens, mental health training, sped protocols, IEP writing and implementation.	Administrators, Counselor	Improved student performance and attendance	100%	100%	100%	100%
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 7 6) Provide in-class support, resources and staff development opportunities for teacher needs identified during walkthroughs and observations	Administrators	Improved teacher performance	57%	67%	85%	100%
Critical Success Factors CSF 7 7) Provide structured, scheduled professional development opportunities to increase teacher and staff technical competency.	Administrators	Improved student performance		54%	85%	→
Critical Success Factors CSF 7 8) Evaluate use of digital and technical resources to provide highly effective materials/ resources and embed technology training into professional development sessions to model technology as a tool for student learning.	Educational Technology Director	Improved student performance	23%	67%	70%	100%
Critical Success Factors CSF 1 CSF 3 9) Provide professional development opportunities to increase leadership effectiveness of campus administration.	Campus Administration	Improved school climate and student achievement	64%	77%	90%	100%

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

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Goal 1: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 4: Increase teacher retention from 83% in June 2018 to 88% in June 2019.
  Evaluation Data Source(s) 4: Signed Contracts

Summative Evaluation 4: Exceeded Performance Objective

Next Year's Recommendation 4: 95% teacher retention

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 7 1) Send recruiters to major public and private college job fairs.	Principal	Increase diversity of applicants. Improved quality of applicants.			60%	100%
2) Create an interview team composed of teachers from each grade level and specialists to utilize research-based practices to evaluate and interview applicants.	Principal	Improved quality of new personnel.			70%	100%
Additional Targeted Support Strategy **Critical Success Factors** CSF 7 3) Incentives for teachers to become multi-certified. This includes GT Academy, ESL Academy, and SPED Academy. Teachers will be reimbursed for passing appropriate TEXES exams	Administrators	Improved teacher performance	✗	✗	✗	→
Critical Success Factors CSF 6 4) Provide monthly recognition for staff members for a job well done.	Administrators	Improved campus culture	46%	42%	80%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 1: The percent of students approaching grade level on the reading STAAR tests will increase from 77% in 2018 to 85% in 2019.
Evaluation Data Source(s) 1: 2018 STAAR Scores

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: The percent of students approaching grade level on the reading STAAR tests will increase from 78% in 2019 to 85% in 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 1) Provide targeted professional development, Fountas and Pinnell Guided Reading and LLI, for ELA teachers to address weaknesses in individual and subgroup performances. Evaluate implementation of training and use data to determine what is working and needs to continue, and what needs to be revised.	Principal	Improved student performance	49%	67%	85%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 2: The percent of students approaching grade level on the STAAR writing test will increase from 60% in 2018 to 70% in 2019.
Evaluation Data Source(s) 2: 2018 STAAR Scores

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: The percent of students approaching grade level on the STAAR writing test will increase from 53% in 2018 to 70% in 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 7 1) Provide writing training for 4th grade ELA teachers.	Administrator	Improved student performance	50%	80%	95%	100%
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 2 2) All grade levels will review writing collections twice a year to determine student needs.	Administrators	Improved student performance	54%	79%	90%	100%
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 3: The percent of students approaching grade level on the Science STAAR test will increase from 74% in 2018 to 80% in 2019.
Evaluation Data Source(s) 3: 2018 STAAR Scores

Summative Evaluation 3: No progress made toward meeting Performance Objective

Next Year's Recommendation 3: The percent of students approaching grade level on the Science STAAR test will increase from 65% in 2018 to 75% in 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 1) All grade levels will complete hands-on science activities every two weeks.	Administrators	Improved student performance	38%	60%	80%	100%
Critical Success Factors CSF 1 2) Students in all grade levels will utilize science notebooks as a method of thinking and writing critically about science.	Principal	Improved student achievement in science	42%	71%	85%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 4: The percent of students approaching grade level on the math STAAR tests will increase from 79% in 2018 to 85% in 2019.
Evaluation Data Source(s) 4: 2018 STAAR Scores

Summative Evaluation 4: No progress made toward meeting Performance Objective

Next Year's Recommendation 4: The percent of students approaching grade level on the math STAAR tests will increase from 78% in 2019 to 85% in 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 4 CSF 7 1) Math teachers will implement small group instruction for math intervention/enrichment.	Administrators	Improved student performance	40%	71%	85%	100%
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 4 2) Utilize math fluency program to meet individual math needs of all students.	Principal	Improved student performance	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 5: Increase the percent at STAAR meets grade level standard from 38% in 2018 to 50% in 2019.
    Evaluation Data Source(s) 5: TEA Accountability Reports

    Summative Evaluation 5: Significant progress made toward meeting Performance Objective

    Next Year's Recommendation 5: Increase the percent at STAAR meets grade level standard from 45% in 2018 to 50% in 2019.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 4 1) Design and implement extended day/year learning opportunities for students not mastering the curriculum and in need of additional supports (ACE after school & summer school).	Administrators	Improved student performance	100%	100%	100%	100%
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 2) Provide intervention/enrichment time daily in the master schedule to address the academic needs of students in reading and math.	Administrators	Improved student performance	100%	100%	100%	100%
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 4 3) Utilize a variety of programs and resources such as the Aware and Renaissance software programs, TEKS Resource System, WebCat, Lead4Ward, learning.com, adopted textbooks, online resources, and teacher-developed materials to analyze individual student needs, develop research-based instructional strategies and align curriculum content.	Administrators	Improved student performance	81%	85%	95%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Additional Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 4) Implementation of the ACE grant through the employment of a grant site coordinator to provide intervention support before school and four afternoons a week and a six-week summer school program.	Administrators	Improved skills in reading, math, writing and science	100%	100%	100%	100%

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

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 6: Identify and provide appropriate services to all students in special programs including special education, English as a Second Language, 504/Dyslexic, and migrant so that the percentage of students in special programs meeting STAAR Progress Measure will increase by 10% from 2017 to 2018.

   Evaluation Data Source(s) 6: State Assessment Report, Special Education student review folders, inclusion schedules, ESL review folders, ECC minutes, assessment data, failure reports

   Summative Evaluation 6: Significant progress made toward meeting Performance Objective

   Next Year's Recommendation 6: Identify and provide appropriate services to all students in special programs including special education, English as a Second Language, 504/Dyslexic, and migrant so that the percentage of students in special programs meeting STAAR Growth Measure will increase by 10% from 2018 to 2019.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 3 CSF 7 1) Monitor implementation of accommodations, inclusion support and interventions to accelerate all special program students not demonstrating mastery at grade level STAAR.	Administrators	Improved student performance	35%	71%	90%	100%
Critical Success Factors CSF 1 CSF 7 2) Provide support and oversight of dyslexia services and instruction to all eligible students. Staff at each campus will be trained in Wilson strategies through ESC 13.	Administrators	Improved student performance	51%	71%	90%	100%
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 3) Teachers will collaborate through ECC meetings including teachers, the counselor, interventionists and principal to design and implement intervention plans (RTI for students not being successful academically and/or behaviorally)	Administrators	Improved student performance	61%	61%	85%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 4) The Community Relations Director will communicate with parents and increase participation and assistance with the McKinney-Vento Homeless Act, and identify and serve the academic and social needs of students experiencing homelessness. Services may include: tutorials, after school programming, and counseling.	Administrator	Improved student performance	48%	75%	95%	100%

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

Goal 2: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 7: RIS will establish and maintain technology infrastructure and equipment and will provide current technological tools to accomplish the functions of administrative and support staffs to ensure 100% of all RIS students have access to instructional technology resources to support learning at the individual level.

   Evaluation Data Source(s) 7: Survey results, program evaluation, installation of technology infrastructure and online access; increased student utilization of instructional software programs, STAR Chart data

   Summative Evaluation 7: Exceeded Performance Objective

   Next Year's Recommendation 7: 100% of all RIS students will have access to instructional technology

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Provide structured, scheduled professional development opportunities to increase teacher and staff technical competency.	Education Technology Director	Improved teacher competencies, Improved student performance	44%	69%	90%	100%
2) Provide orientation to ethical uses of technology including: Internet Safety, Acceptable Use, Social Networking, Digital Footprint and Copyright issues for teachers and students.	Technology Director	Improved student performance	100%	100%	100%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 1: The number of students who have parents or guardians attend parent conferences by phone or face to face will increase from 54% in 2018 to 60% in 2019.

Evaluation Data Source(s) 1: Parent Conference Sign-in Sheets

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Increase from 66% to 75%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 5 1) Parent Conferences will be held for all students in need of assistance. Parents who are not invited to attend or who can not make the conference will receive a phone call to discuss student progress.	Administration	Parents will attend and be able to support student progress at home.	40%	42%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 2: RIS will increase the number of parent involvement opportunities, from 9 in 2018 to 10 in 2019, that provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.

> **Evaluation Data Source(s) 2:** Parent Sign-in Sheets

> **Summative Evaluation 2:** Exceeded Performance Objective

> **Next Year's Recommendation 2:** RIS will maintain 10 parent involvement opportunities in 2020 that provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 5 CSF 6 1) Conduct Meet the Teacher nights for Grades 3-5.	Teachers	Improved communication	100%	100%	100%	100%
2) Conduct Family Nights to provide teacher-designed home activities parents can use to assist their children with grade level concepts.	Administrators	Improved communication and student performance		53%	55%	100%
Critical Success Factors CSF 6 CSF 7 3) Provide activities during the day and after school hours each six weeks to encourage parent participation in school sponsored events such as student presentations, family nights, and parent information sessions.	Administrators	Improved communication and student performance	45%	66%	85%	100%
Critical Success Factors CSF 1 CSF 5 CSF 6 4) Conduct Annual Title I Meetings and provide information Operation Parental on ESSA/Title program, GT, ESL, CTE, Special Ed, Dyslexia, ACE, SSI, tutoring at all campuses events.	Administrators	Improved communication and participation		100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 5 CSF 6 5) Work with the campus-wide Educational Council during the school year to provide a forum for input, development, and evaluation of campus improvement plan and Parent Engagement Policy. The CEC includes community, business and parent representatives.	Administrators	Improved communication and participation		12%	50%	100%
Critical Success Factors CSF 2 CSF 5 CSF 6 6) Participate in the School Health Advisory Council meetings 4 times a year to evaluate and provide input into the development of the eight components of a Coordinated School Health Program and the District Safe and Drug Free Plan.	Administrators, nurse	Improved communication and participation	7%	46%	75%	100%

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

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 3: 100% of students and/or teachers will maintain a student data notebook to chart growth and plan for improvement through dialogue with students, parents and teachers.

    Evaluation Data Source(s) 3: Data Notebook Review

    Summative Evaluation 3: Met Performance Objective

    Next Year's Recommendation 3: 100% of students and/or teachers will maintain a student data notebook to chart growth and plan for improvement through dialogue with students, parents and teachers.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 4 CSF 5 CSF 6 1) Teachers will maintain an attendance log for students with excessive absences and will make phone calls to parents at assigned intervals.	Teachers	Improved student attendance	46%	66%	85%	100%
100% = Accomplished		→ = Continue/Modify	0% = No Progress		✕ = Discontinue	

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 4: RIS will increase parent communication from weekly online in 2018 to weekly online and monthly in print during the 2019 school year.

Evaluation Data Source(s) 4: Principal's Weekly Newsletter Online, School Messenger Call Log, Printed Monthly Newsletters

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: RIS will increase parent communication from weekly online in 2018 to weekly online and monthly in print during the 2019 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 4 CSF 5 CSF 6 1) Conduct home visits for students who are frequently absent and utilize the courts to support Compulsory Attendance Laws.	Administrators	Improved student attendance		38%	75%	100%
2) Conduct a GT meeting for parents of students in the Gifted and Talented program	GT Teacher	Improved parent communication		100%	100%	100%
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 5 CSF 6 3) Provide homework logs/reading logs which will also be used as a communication tool with parents.	Teachers	Improved communication and student performance	100%	100%	100%	100%
4) Homeroom teachers will make a minimum of 2 positive phone calls to parents a week and keep a record in the phone log.	Teachers	Improved communication and student performance	9%	47%	75%	100%
5) All parents will be contacted either by conference or by phone on the Parent Conference Day.	Teachers	Improved communication and student performance	39%	69%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 5 CSF 6 6) Utilize the electronic marque to publicize campus, district, and community events.	Secretary	Improved communication	100%	100%	100%	100%
Critical Success Factors CSF 5 CSF 6 7) RIS campus website will be updated weekly to include campus activities and information for parents and community	Secretary	Improved communication	50%	63%	95%	100%
Critical Success Factors CSF 5 CSF 6 8) Utilize the RIS Facebook page, Twitter and Animoto to provide communications regarding campus initiatives, programs, meetings, and activities. Provide parents access to student resources via the campus Symbaloo.	Administrators	Improved communication and support	43%	67%	85%	100%

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

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 5: RIS will increase the number of community service/enrichment activities from 10 in 2018 to 12 in 2019.
    Evaluation Data Source(s) 5: Community Service Flyers, Social Media Postings

    Summative Evaluation 5: No progress made toward meeting Performance Objective

    Next Year's Recommendation 5: RIS will maintain 10 community service/enrichment activities in 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 5 CSF 6 1) Representatives from each grade level and department will attend all PTO meetings.	Administrators	Improved communication and student performance	38%	59%	85%	100%
2) Provide mentoring support and activities for targeted students through community involvement activities.	Counselor	Improved student performance	36%	57%	85%	100%
Critical Success Factors CSF 5 CSF 6 3) Implement community service projects to encourage students to participate in community improvement. (Harvey Relief-Victoria, Childhood Cancer, Harvey Relief-School Supplies, Community Thanksgiving, Christmas Roundup, PAWS, Jump Rope for Heart, Harvey Relief-Books)	All Staff	Improved community support	14%	45%	85%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 4: Rockdale ISD will use its available resources to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 1: At least 70% of RIS will be in the healthy fitness zone in each of the 6 categories.
    Evaluation Data Source(s) 1: FitnessGram Statistics Report by School

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

    Next Year's Recommendation 1: Same as above

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 2 1) Develop goals and objectives for campus physical fitness programs based on Fitness Gram data, to ensure students are reaching required moderate or vigorous physical activities as recommended by SHAC.	PE Teacher	Improved student physical fitness	39%	59%	75%	100%

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

Goal 4: Rockdale ISD will use its available resources to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 2: RIS will reduce the number of clinic referrals for injuries on campus from 854 in 2018 to less than 700 in 2019.
Evaluation Data Source(s) 2: Skyward Referral Data for CON, LAC, FAL, and CUT.

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: RIS will reduce the number of clinic referrals for injuries on campus from 499 in 2019 to less than 450 in 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 4 1) Conferences with the nurse to identify medical needs within each classroom and promote good health practices.	Campus Nurse	Improved student health and attendance	33%	52%	80%	100%

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

Goal 4: Rockdale ISD will use its available resources to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 3: RIS will increase the number of student wellness activities from 6 in 2018 to 8 in 2019.
Evaluation Data Source(s) 3: Wellness Activity Flyers

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: RIS will maintain 8 wellness activities in 2019.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 4 1) Counselors and campus staff will offer services and information addressing divorce, violence, self-esteem, health care, study skills, family interventions. and available resources.	Counselor, Administrator	Improved student wellness	25%	50%	75%	100%
Critical Success Factors CSF 4 2) RIS will implement policies and procedures to obtain a "No Place for Hate" designation from the Anti-Defamation League.	Counselor	Improved climate and culture	40%	58%	100%	100%
Critical Success Factors CSF 1 CSF 6 CSF 7 3) Rockdale ISD will provide a comp day for all staff to complete mandatory training in sexual harassment, sexual abuse, early mental health interventions, bullying prevention, and other required training.	Administrators	Improved climate and culture	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: Rockdale ISD will use its available resources to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 4: Students will participate in the Positive Behavior Intervention Support (PBIS) training in safety, respect and responsibility which will decrease campus based office referrals from 159 referrals in 2018 to less than 144 in 2019.
    Evaluation Data Source(s) 4: Skyward Office Referrals

Summative Evaluation 4: No progress made toward meeting Performance Objective

Next Year's Recommendation 4: Students will participate in the Positive Behavior Intervention Support (PBIS) training in safety, respect and responsibility which will decrease campus based office referrals from 209 in 2018 to less than 175 in 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 6 CSF 7 1) Implement Campus-wide PBIS Discipline Management Plan. Teach, model, practice, and reinforce student expectations for classroom settings through school-wide plans for behavioral expectations and incorporate Capturing Kids Hearts strategies.	PBIS Committee	Improved campus culture	36%	65%	85%	100%
Critical Success Factors CSF 1 CSF 5 CSF 6 2) Implement Rotary Early Act First Knight Program to teach social skills and school behavior lessons daily. EAKF celebrations will be held every 6 weeks.	Counselor	Improved campus culture	29%	65%	90%	100%
Critical Success Factors CSF 1 CSF 6 3) Plan and implement weekly school-wide "Tiger Time" assemblies to address campus motivation, focus lessons, character education, social skills, behavioral expectations, student recognition and campus initiatives.	Administrators	Improved student performance	33%	56%	80%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Additional Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 4 CSF 5 4) Attendance committee will meet weekly to discuss chronic absences and plan for intervention.	Administrators	Improved student attendance	30%	54%	80%	100%

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

Goal 4: Rockdale ISD will use its available resources to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 5: RIS will be 100% compliant with safety and security audits, drills, and crisis management plan requirements.
   Evaluation Data Source(s) 5: 100% on Safety Audit, reduction in safety-related incidents, sign-in sheets, meeting and training agendas

   Summative Evaluation 5: Met Performance Objective

   Next Year's Recommendation 5: RIS will be 100% compliant with safety and security audits, drills, and crisis management plan requirements.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 4 CSF 6 1) Update the Emergency Management Plan annually. Coordinate with district and campus liaisons to implement multi-hazard emergency plan and train all staff, students, parents, and community on safety procedures. Monitor mandated safety drills, including fire drills, lockdown drills, tornado drills, and evacuation drills and coordinate with local emergency responders.	Assistant Principal	Improved culture and climate	26%	57%	85%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Rockdale Independent School District

Rockdale Elementary School

2018-2019

Mission Statement

The mission of Rockdale ISD, as a public educational institution, is to provide a quality education through the use of all available resources and an effective instructional program so that the youth of our community become productive and successful citizens.

Vision

Working together to ensure each student becomes a successful and productive citizen in a diverse society.

Rockdale Elementary School is a Title I, Part A School-wide Campus

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Goal 1: Rockdale Elementary will implement systems of continuous educator improvement to recruit, support and retain qualified teachers and principals.

Performance Objective 1: 100% of all educators will be filled with highly qualified personnel who meet certification requirements in areas assigned.
Evaluation Data Source(s) 1: 100% of teaching staff will meet standards for Highly Qualified Personnel through SBEC certifications.

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Continue this practice

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 7 1) Post openings and job applications online on the RISD website.	Administrators	Recruit qualified teachers	100%	100%	100%	100%
2) Create an interview team composed of teachers from each grade level and specialists that utilize a common set of interview questions.	Administrators	Interview using the same set of criteria	100%	100%	100%	100%
3) Recruit ESL and Bilingual certified teachers to address needs of LEP students.	Administrators	Provide quality instruction based on certifications	100%	100%	100%	100%
4) Sign on bonuses and stipends for special education teachers.	Administrators	Recruit qualified teachers with competitive pay scales.	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: Rockdale Elementary will implement systems of continuous educator improvement to recruit, support and retain qualified teachers and principals.

Performance Objective 2: The percentage of teachers who receive proficient or above on all dimensions of T-TESS will increase by 10% by May 2019 when compared to May 2018 ratings.

    Evaluation Data Source(s) 2: T-TESS summary data for all teachers, T-TESS and walkthrough evaluations, student performance data, PLC documentation. Lead4ward and EduHero documentation.

    Summative Evaluation 2: Exceeded Performance Objective

    Next Year's Recommendation 2: Continue with this practice

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 3 1) Principals will conduct individual conferences with each teacher to discuss walk throughs and T-Tess Performance.	Administrators	Provides teacher/administrator with ongoing feedback to improve performance.	35%	80%	100%	100%
2) The Curriculum Coordinator will meet weekly with teachers to strengthen teacher performance.	Administrators, Curriculum Coordinator	Targeted instructional strategies will create effective teaching.	15%	50%	85%	100%
3) Teachers will incorporate TEKS Resource System into lesson planning and implementation.	Administrators	Grade-level TEKS will be systematically taught and interventions/extensions will be created.	100%	100%	100%	100%
4) Teachers will attend Professional Development opportunities to develop his/her craft.	Administrators	Professional Development opportunities allow teachers to grow as professionals in their craft.	60%	95%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Rockdale Elementary will ensure that all students have opportunities for success, from building a foundation of Literacy and Numeracy to connecting High School to Career, College, & Military Readiness

Performance Objective 1: Rockdale Elementary school will support college, career, and military readiness by providing at least 4 events to introduce students to college and career opportunities and incorporating events as outlined by the CCRM organizer.

Evaluation Data Source(s) 1: Campus calendar, schedule of events, products, bulletin boards, lesson plans, community sign in sheets

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Continue this practice

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Counselor will conduct mini-lessons on future career choices.	Administrator, counselor	Students will be aware of career options for the future.	100%	100%	100%	
2) Students will participate in a Career Day.	Administrators, Teachers, counselor	Students will begin to think about future career options.		100%	100%	100%
3) Students and staff will participate in College Colors Day.	Administrator, Teachers, Counselor	Students will be introduced to different colleges.	100%	100%	100%	100%
4) Students will have educational experiences through various guest speakers.	Administrators, Counselor	Students will hear real-world examples of career choices.	0%	100%	100%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress		✕ = Discontinue	

Goal 2: Rockdale Elementary will ensure that all students have opportunities for success, from building a foundation of Literacy and Numeracy to connecting High School to Career, College, & Military Readiness

Performance Objective 2: 100% of all teachers will utilize Response to Intervention principles to identify and implement Tier II and III interventions strategies to strengthen classroom instruction and intervention processes documented through data binders

Evaluation Data Source(s) 2: Data binders, ECC and RtI documentation data analysis

Summative Evaluation 2: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Teachers will meet in ECC/RTI meetings to discuss student concerns.	Administrators, Teachers, Reading Specialist	Develop a targeted list of interventions to support students.	30%	100%	100%	100%
2) Teachers will provide tiered interventions based on information gathered at RTI meetings.	Administrators, Teachers, Reading Specialist, Curriculum Coordinator and Counselor	Individual student needs will be met.	40%	75%	100%	100%
3) PLC teams will meet weekly to discuss student data and identify individual student needs.	Administrators, Teachers	Students will receive individualized instruction based on her or her needs.	45%	65%	100%	100%
Critical Success Factors CSF 1 CSF 2 4) Teachers will use STAR, STAR Early Literacy, TPRI, DRA, TEMI, and Aims Web software to identify and diagnose student strengths and weaknesses.	Administrators, Reading Specialists, Instructional Coordinator	Data will be gathered to identify and diagnose student growth.	35%	80%	100%	100%
Additional Targeted Support Strategy 5) Utilize TEKS Resource System and Lead4Ward to allow campus staff to develop strong tier one curriculum.	Administrators, Teachers, Curriculum Coordinator, Reading Specialist	Strong Tier one curriculum will provide students with opportunities to master the curriculum.	90%	100%	100%	100%
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 2: Rockdale Elementary will ensure that all students have opportunities for success, from building a foundation of Literacy and Numeracy to connecting High School to Career, College, & Military Readiness

Performance Objective 3: All TPRI tested students (k-2) will evidence one year's growth advancement in reading and skill development for the school year.

    Evaluation Data Source(s) 3: All students will increase their fluency rather and comprehension levels to meet or exceed the state recommendation.

    Summative Evaluation 3: Exceeded Performance Objective

    Next Year's Recommendation 3: Continue to test all children k-2

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy 1) Teachers will use Wilson Phonics Training and implement components of Reading including Phonemic Awareness, Phoneme Segmentation, Fluency, and Word Work.	Administrator, Reading Specialist	Students will develop reading skills to help with fluency and comprehension.	5%	60%	100%	100%
2) All teachers will be trained in Small Group Guided Reading strategies from Jan Richardson's model.	Administrators, Curriculum Coordinator	Students will receive systematic Small Group Guided Reading on his or her level daily.	100%	100%	100%	100%
3) Teachers will aid students in setting FRY word goals and implement monitoring of goal achievement.	Teachers	Student fluency and automaticity in reading will improve.	35%	55%	80%	100%
Comprehensive Support Strategy 4) Teachers will utilize Fountas and Pinnell Guided Reading Training.	Administrators, Reading Specialist	Teachers will conduct Guided Reading daily in his/her classrooms to improve fluency and comprehension.	100%	55%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Rockdale Elementary will ensure that all students have opportunities for success, from building a foundation of Literacy and Numeracy to connecting High School to Career, College, & Military Readiness

Performance Objective 4: Students will show one year's growth as measured by TEMI for (K-2) students.
    Evaluation Data Source(s) 4: TEMI testing reports

    Summative Evaluation 4: Met Performance Objective

    Next Year's Recommendation 4: Continue these practices

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy **Critical Success Factors** CSF 1 1) Teachers will consistently use LoneStar Learning Math Curriculum.	Administrators, teacher	Students will receive daily spiraled TEKS based instruction.	100%	70%	100%	100%
2) Teachers will use the Formative Loop math fluency program daily.	Administrators, teacher	Students will develop mathematically fluency and automaticity.	100%	100%	100%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 2: Rockdale Elementary will ensure that all students have opportunities for success, from building a foundation of Literacy and Numeracy to connecting High School to Career, College, & Military Readiness

Performance Objective 5: Identify and provide appropriate services to all students in special programs including special education, English as a Second Language, 504, Dyslexic, and Gifted and Talented so that the percentage of students in special programs meeting STAAR Progress Measure will increase by 10%.

    Evaluation Data Source(s) 5: State Assessment Report, course completion rate, Special Education student review folders, inclusion schedules, 504 folders, ESL review folders, ECC minutes, assessment data, failure reports

    Summative Evaluation 5: Met Performance Objective

    Next Year's Recommendation 5: Continue to use multiple forms of Data to support all student progress

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 1 CSF 2 1) Teachers will use STAR, STAR Early Literacy, TPRI, DRA, TEMI, and Aims web to identify students with weaknesses in Reading or Math.	Administrators, Teachers, Reading Specialist	Student data will provide documentation of strengths and weaknesses based on individual students so that support, assistance, or identification of additional services are needed.	55%	100%	100%	100%
2) GT students will be provided with pull out services in addition to being served in the classroom.	Administrator, Teachers	All gifted and talented students will be served weekly.	100%	100%	60%	100%
3) GT students will attend a GT field experience.	Administrator, Teacher	GT students will have the opportunity to attend a field experience to support his or her learning.	10%	35%	35%	100%
4) All Kindergarten students will be screened mid-year with a non-verbal assessment to assist with early identification of eligible GT students.	Administrator, Counselor	GT students will be identified through this process.	5%	100%	100%	100%
Critical Success Factors CSF 1 CSF 4 5) ESL students will received pull-out and push in services and will utilize Read Naturally, and English in a Flash to acquire language.	Administrator, ESL Coordinator	ESL students needs will be met.	100%	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
6) TELPAS and TOP rater training will occur for all teachers. Ongoing assessment of LEP student's language acquisition will be provided.	Administrator, ESL Coordinator	Teachers will be properly trained for identification of ESL students.	5%	55%	100%	100%

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

Goal 3: Rockdale Elementary will provide strong communication of campus academic performance to effectively chart paths of improvement while ensuring that all stakeholders understand the strengths in their schools and school system.

Performance Objective 1: Increase parent and community participation in campus educational council meetings and other instructional activities from 25% to 50% by providing opportunities for more structured opportunities for planning and input.

Evaluation Data Source(s) 1: sign in sheets, agendas, and work products

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: continue to build relationships with parents through family engagment

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 5 1) Conduct Curriculum Night for PreK-2nd grade Parents	Administrator, Teachers	Strengthen the partnership between the classroom and home.		100%	100%	100%
Critical Success Factors CSF 5 2) Meet with the Campus Education Council during the school year to provide a forum for input and evaluation of campus planning and decision making.	Administrators, Teachers	Staff and community members will take ownership in the campus planning and decision making.	20%	45%	100%	100%
3) Teachers will sign up for committees and to attend PTO meetings.	Administrators, Teachers	Teachers will take an active roll in participation on committees.	20%	65%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: Rockdale Elementary will provide strong communication of campus academic performance to effectively chart paths of improvement while ensuring that all stakeholders understand the strengths in their schools and school system.

Performance Objective 2: Improve communications with parent and community by encouraging more involvement and support of Rockdale Elementary School activities as measured by the number of parents and community members who attend school events, PTO meetings, and provide assistance for school programs.

Evaluation Data Source(s) 2: Sign-in sheets, survey results, parent feedback,SeeSaw Interaction Data Sheet

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Critical Success Factors CSF 5 1) Each teacher will provide a newsletter to parents detailing curriculum, activities, and opportunities to volunteer.	Administrators, Teachers	Inform parents of curriculum and ways to support the home/school connection.	10%	50%	100%	100%
2) All parents will be contacted either by phone or in person during the school year.	Administrators, Teachers	Positive interaction and input from the teacher will build relationships with parents.	15%	55%	100%	100%
3) Conduct Parent Involvement Nights such as Polar Express, Reading Nights	Administrators, Teachers	Strengthen the partnership between the classroom and home.	10%	100%	100%	100%
4) Grade Level leaders will post information to the district social media outlets.	Administrators, Teachers	Parents will be informed of daily goings on at school.	65%	100%	100%	100%
5) Articles will be written for the Rockdale Reporter and posted on the Elementary Website to detail campus activities.	Administrator	Parents will be able to read and see what activities and opportunities are available at the Elementary.	30%	70%	100%	100%
6) Participate in Texas Public School Week by implementing community and parent activities.	Administrators, Counselor	Parents and community members will be able to support RES.	20%	45%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 4: Rockdale Elementary will use its operational resources efficiently and effectively to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 1: Students will participate in the Positive Behavior Intervention Support (PBIS) training in safety, respect and responsibility, which will include a more structured process for reducing removals from classroom by 25 %.

    Evaluation Data Source(s) 1: Improved campus climate and learning environment; reduced number of referrals; more effective use of instructional time.

    Summative Evaluation 1: Met Performance Objective

    Next Year's Recommendation 1: Continue and improve upon with this practice

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) A PBIS committee will be created to provide positive behavior choices for students.	Administrators	Teachers will develop common strategies for school-wide positive behavior system.	5%	25%	35%	→
2) Students will be awarded PAWS for positive behavior choices.	Administrators, Teachers	Students will be recognized for making good choices.	100%	100%	100%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 4: Rockdale Elementary will use its operational resources efficiently and effectively to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 2: RES will be 100% compliant with safety and security audits, drills and crisis management requirements. Develop, train and implement a plan to ensure safety in emergency situations.

    Evaluation Data Source(s) 2: Assessment will be measured by a reduction in the number of incident reports and through safety audits.

    Summative Evaluation 2: Met Performance Objective

    Next Year's Recommendation 2: Continue this practice

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Monthly fire drills will be conducted.	Administrator	Students and teachers will be ready in case of an emergency.		30%	100%	→
2) Emergency/Disaster drills will be conducted each semester.	Administrator	Students and teachers will be ready in case of an emergency.		30%	100%	→
3) Emergency Operations Plans will be in compliance with National Incident Management Systems and safety audits will be conducted every three years.	Administrators	Students and teachers will be ready in case of an emergency.			100%	→
4) All staff and visitors will be required to wear name tags while in the building and visitors will be required to sign in, and swipe their driver's license in the Raptor system.	Administrators, Teachers, Staff	All visitors will safely enter the building.	100%	100%	100%	100%
5) Train personnel in CPR and AED equipment, and offer Diabetes workshops for all staff that have direct interaction with diabetic students.	District Nurse	Staff will be trained to handle students and emergency situations.	100%	100%	100%	100%
6) Recognize Child Safety Month in April.	Administrator, Counselor	Provide students with information about student safety.	35%	60%	100%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Rockdale Elementary School

Goal 4: Rockdale Elementary will use its operational resources efficiently and effectively to improve student outcomes and ensure the wellness, safety and security of students and staff.

Performance Objective 3: Provide modern, attractive, safe, and encouraging learning environments where students and staff are respected.
    Evaluation Data Source(s) 3: parent survey, student survey

    Summative Evaluation 3: Met Performance Objective

    Next Year's Recommendation 3: Continue this practice

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**May**
1) The No Place For Hate program will begin at RES.	Administrator, counselor, teachers	Students will feel safe and respected in school.		35%	100%	100%
2) Character lessons will be taught weekly to students through the counselor.	Administrator, Counselor	Students will learn character traits such as respect and responsibility.	15%	60%	100%	100%
Critical Success Factors CSF 6 3) Staff input will be gathered through PLC's, Faculty Meetings, and Google Forms to solicit input from teachers on campus improvements.	Administrators, Counselor	Students and staff will benefit from improvements made through suggestions from all stakeholders.	35%	80%	100%	100%
100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2018-19 School Year (To the Extented Permitted under FERPA)

Reason Code	Description	Rockdale High School	Rockdale Junior High	Rockdale Intermediate	Rockdale Elementary
		166-904-001	166-904-041	166-904-103	166-904-101
11	Used, exhibited, possessed firearm	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0
16	Arson	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0
18	Indecency with a child	0	1	0	0
19	Aggravated kidnapping	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0
36	Felony controlled substance violation	0	0	0	0
37	Felony alcohol violation	0	0	0	0
46	Aggravated robbery	0	0	0	0
47	Manslaughter	0	0	0	0
48	Criminally negligent homicide	0	0	0	0
49	Engages in deadly conduct	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0
	Total Incidents	0	1	0	0
	Student Enrollment (Fall 2018 PEIMS Snapshot)	434	353	334	383
	Incident Rate	0.0%	0.3%	0.0%	0.0%

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the Distict's webpage and at all campuses and at the District's Central Administrative Offices).

Threat Assessment and Safe and Supportive Team

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Imminent Threats or Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.

2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.

3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

    For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

    For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or

2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

Texas High School Graduates from FY2017
Enrolled in Texas Public or Independent Higher Education in FY 2018

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
MILAM									
	CAMERON ISD								
	166901002	CAMERON YOE H S							
		Four-Year Public University	8	0	2	1	4	1	0
		Two-Year Public Colleges	36	12	6	3	6	7	2
		Independent Colleges & Universities	5						
		Not Trackable	3						
		Not Found	47						
		Total High School Graduates	99						
	MILANO ISD								
	166903001	MILANO H S							
		Four-Year Public University	6	1	0	1	1	3	0
		Two-Year Public Colleges	14	3	0	1	6	4	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	15						
		Total High School Graduates	35						
	ROCKDALE ISD								
	166904001	ROCKDALE H S							
		Four-Year Public University	14	1	6	4	2	1	0
		Two-Year Public Colleges	24	7	4	4	2	5	2
		Independent Colleges & Universities	7						
		Not Trackable	2						
		Not Found	48						
		Total High School Graduates	95						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

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2019 Accountability Rating: The overall rating earned by the district or campus for 2019.

2019 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination status based on an evaluation of each district's Results Driven Accountability (RDA) indicators (formerly Performance Based Monitoring Analysis indicators) in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:
Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention
For more information, see the special education intervention guidance and resources documents at the following link: https://tea.texas.gov/si/SPEDmonitoring/

Additional resources include the RDA Manual and the State Performance Plan at the following links: https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda
https://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

2019 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(district TAPR only):* 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. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated.

Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test.

Performance

STAAR (State of Texas Assessments of Academic Readiness): 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/.

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Other Important Information:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

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

Rounding of STAAR results. STAAR performance shown on the TAPR 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/2019/masking.html.

STAAR Performance

The STAAR Performance section of the TAPR 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 (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TAPR 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 (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

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

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

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

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

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

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

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

Progress (Academic Growth and STAAR Progress Measure)

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.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the *2019 Accountability Manual* for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the *2019 Accountability Manual* for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

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For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that require students to demonstrate proficiency on the reading and mathematics assessments in grades 5 and 8.

For 2019, the TAPR shows the following for each SSI grade:

(1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration*: The percentage of students who met the Approaches Grade Level standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met the Approaches Grade Level standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

(2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

(3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the assessments in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the assessment in either of the first two administrations}}{\text{cumulative number of students who took the assessment in either of the first two administrations}}$$

(4) *STAAR Non-Proficient Students Promoted by a Grade Placement Committee (GPC):* The percentage of students who did not reach the satisfactory standard on STAAR but were promoted to the next grade level by a grade placement committee. It is calculated as follows:

$$\frac{\text{number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level}}{\text{number of students who did not pass the assessment in the first, second, or third administrations}}$$

(5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted and Retained:* The percentage of students who met standard this year but did not meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

Promoted to Grade 6 or 9: The percentage of students who passed the STAAR in 2019 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 reading STAAR in 2019}}{\text{number of students who were promoted by their GPC and took grade 6 reading STAAR in 2019}}$$

Retained in Grade 5 or 8: The percentage of students who passed the STAAR in 2019 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 reading STAAR in 2019}}{\text{number of students retained and took grade 5 reading STAAR in 2019}}$$

Bilingual Education/ESL

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

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

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BE-Dual One-Way. Biliteracy program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English language learner," "English learner," and "Limited English Proficient" (LEP) are used interchangeably. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the *2019 Accountability Manual* for more information.

Participation
STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. 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 substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) 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)

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O

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- *Not included in Accountability:* answer documents counted as participants but not used in determining the district or campus accountability rating

  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)

  - *Other Exclusions.* The following answer documents were excluded from the rating determination:

    - ❖ 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 an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.

    - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

- *Not Tested:* answer documents with score codes A or O

  - *Absent:* answer documents with score code A

  - *Other:* answer documents with score code O, except for substitute assessments.

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

Attendance and Graduation
Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2017–18 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present in 2017–18}}{\textbf{total number of days that students in grades 1–12 were in membership in 2017–18}}$$

This indicator was used in awarding distinction designations in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the *2019 Accountability Manual*. *(Data source: TSDS 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)

- 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:

number of dropouts in grades 7 and 8 during the 2017–18 school year

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number of students in grades 7 and 8 in attendance at any time during the 2017–18 school year

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

number of dropouts in grades 9–12 during the 2017–18 school year

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number of students in grades 9–12 in attendance at any time during the 2017–18 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, 2017–18* 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 *2019 Accountability Manual (Data source: TSDS 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*).

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For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2013–14. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2017.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2012–13. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2016.

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 2014–15 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2014–15 but takes 5 years to graduate (i.e., graduates in May 2019) is still part of the 2018 cohort; he or she is not switched to the 2019 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2018. 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, 2018 for the 2018 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by}}{\text{August 31, 2018}}$$
$$\overline{\text{number of students in the 2018 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2018}}{\text{number of students in the 2018 cohort*}}$$

(3) *Continued High School:* The percentage of the 2018 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year}}{\text{number of students in the 2018 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2018–19 school year}}{\text{number of students in the 2018 cohort*}}$$

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

$$\frac{\text{number of students from the 2018 cohort who received a high school diploma by August 31, 2018 plus number of students from the cohort who received a TxCHSE by August 31, 2018}}{\text{number of students in the 2018 cohort*}}$$

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

$$\frac{\begin{array}{c}\text{number of students from the cohort who received a high school diploma by August 31, 2018}\\ \text{plus}\\ \text{number of students from the cohort who received a TxCHSE by August 31, 2018}\\ \text{plus}\\ \text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year}\end{array}}{\text{number of students in the 2018 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2018, for the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2018}}{\text{number of students in the 2017 cohort*}}$$

(2) *Received TxCHSE:* For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2018}}{\text{number of students in the 2017 cohort*}}$$

(3) *Continued High School:* The percentage of the 2017 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\substack{\text{number of students from the cohort who received a high school diploma by August 31, 2018} \\ \textbf{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2018}}}{\text{number of students in the 2017 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\substack{\text{number of students from the cohort who received a high school diploma by August 31, 2018} \\ \textbf{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2018} \\ \textbf{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year}}}{\text{number of students in the 2017 cohort*}}$$

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2018, for the 2016 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

---

number of students in the 2016 cohort*

(2) *Received TxCHSE:* For the 2016 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2018

---

number of students in the 2016 cohort*

(3) *Continued High School:* The percentage of the 2016 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2018–19 school year

---

number of students in the 2016 cohort*

(4) *Dropped Out:* The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2018–19 school year

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number of students in the 2016 cohort*

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2016 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018
plus
number of students from the cohort who received a TxCHSE by August 31, 2018

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number of students in the 2016 cohort*

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018
plus
number of students from the cohort who received a TxCHSE by August 31, 2018
plus
number of students from the cohort who were enrolled in the fall of the 2018–19 school year

---

number of students in the 2016 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 TAPRs show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2018 cohort **

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2017 cohort**

(3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2012–13. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2016. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2016 cohort**

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

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

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2017–18*. *(Data source: TSDS 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 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2018 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2018 with reported graduation plans}}$$

(excludes graduates with FHSP degree plans)

FHSP-E Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2018 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2018 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2018 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2018 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\textbf{number of graduates from the Class of 2018 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2018 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2017–18 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\textbf{number of graduates in SY 2017–18 who earn an FHSP-E}$$

$$\text{number of graduates in SY 2017–18 with reported FHSP graduation plans}$$

FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2017–18 who earn an FHSP-DLA}}{\text{number of graduates in school year (SY) 2017–18 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 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.

$$\frac{\text{number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2017–18 with reported graduation plans}}$$

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, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the Texas Education Data Standards for more information. Results are shown for the Class of 2017 and the Class of 2018. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

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 2017–18 are also shown:

- Minimum High School Program (MHSP)

- Recommended High School Program (RHSP)

- Distinguished Achievement Program (DAP)

- Foundation High School Program (FHSP)

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS 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: TSDS PEIMS 40100 and STAAR)*

<div style="text-align:center">

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

total number of students

</div>

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English learner" and "Limited English Proficient" (LEP) are used interchangeably. *(Data source: TSDS 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: TSDS PEIMS 40100)*

<div style="text-align:center">

number of students in the 2017–18 school year considered as at risk

total number of students

</div>

Postsecondary Readiness
College, Career, or Military Readiness (CCMR)

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: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*

2) **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math. *(Data source: TSDS 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's Degree:** A graduate earning an associate's degree while in high school. *(Data source: TSDS PEIMS 40100/49010)*

5) **OnRamps Course Credits:** A graduate completing an OnRamps course and receiving 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: TSDS PEIMS 48011)*

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: TSDS PEIMS 40203)*

8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. These graduates receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the *2019 Accountability Manual. (Data source: TSDS PEIMS 43415 and 40110 [summer])*

9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*

10) **Current Special Education Students with Advanced Degree Plans:** A graduate who graduates under an advanced degree plan and is identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110*)

11) **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)*

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 eleven criteria described in *College, Career, or Military Readiness.*

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness.*

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 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, 9, 10, or 11. *(Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)*

Comprehensive Glossary
2018–19 Texas Academic Performance Report

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

* For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables.

The percentages are calculated as follows:

English Language Arts.

$$\frac{\text{number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA in 2017–18}}{\text{number of 2017–18 annual graduates}}$$

Mathematics.

$$\frac{\text{number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics in 2017–18}}{\text{number of 2017–18 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA \underline{and} mathematics in 2017–18}}{\text{number of 2017–18 annual graduates}}$$

Either Subject.

$$\frac{\text{number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA \underline{or} mathematics in 2017–18}}{\text{number of 2017–18 annual graduates}}$$

Dual Course Credits: The percentage of 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 *(Data source: TSDS PEIMS 43415)*

number of 2017–18 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

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number of 2017–18 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)*

number of 2017–18 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

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number of 2017–18 annual graduates

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

number of 2017–18 annual graduates who earned an associate's degree before graduation

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number of 2017–18 annual graduates

Associate's Degree but not Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

Associate's Degree and Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps course and qualified for three hours of university or college credit *(Data source: OnRamps program)*

number of 2017–18 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

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number of 2017–18 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, 9, 10, or 11 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 *2019 Accountability Manual. (Data source: TSDS PEIMS 48011)*

number of 2017–18 annual graduates who earned an approved industry-based certification

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number of 2017–18 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 *2019 Accountability Manual. (Data source: TSDS PEIMS 40203)*

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number of 2017–18 annual graduates who received a graduation type code of 04, 05, 54, or 55

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number of 2017–18 annual graduates

</div>

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. *(Data source: TSDS PEIMS 43415 and 40110)*

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number of 2017–18 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications

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number of 2017–18 annual graduates

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U.S. Armed Forces Enlistment: The percentage of annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces. *(Data source: TSDS PEIMS 40203)*

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number of 2017–18 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces

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number of 2017–18 annual graduates

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Current Special Education Students with Advanced Degree Plans: The percentage of annual graduates under an advanced degree plan and identified as a current special education student *(Data source: TSDS PEIMS 40203 and 40110)*

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number of 2017–18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

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number of 2017–18 annual graduates

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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)*

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number of 2017–18 annual graduates who earned a Level I or Level II certificate

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number of 2017–18 annual graduates

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Comprehensive Glossary
2018–19 Texas Academic Performance Report
CCMR-related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board's TSIA at any point since June 2011. *(Data source: THECB)*

$$\frac{\text{number of 2017–18 annual graduates who took the TSIA}}{\text{number of 2017–18 annual graduates}}$$

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

Mathematics

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

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

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

$$\frac{\text{number of 2017–18 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2017–18 annual graduates}}$$

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: TSDS PEIMS 40100, 40203, and 42400)*

$$\frac{\text{number of 2017–18 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2017–18 annual graduates}}$$

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: TSDS PEIMS 43415)*

English Language Arts.

$$\frac{\text{number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2017–18 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2017–18 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2017–18 annual graduates}}$$

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2014–15 to 2017–18 school years. *(Data source:TSDS PIEMS 43415)*

$$\frac{\text{number of 2017–18 annual graduates who completed and earned credit for at least one AP or IB course in the 2014–15 to 2017–18 school years}}{\text{number of 2017–18 annual graduates}}$$

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) Diploma Program examinations. *(Data source: College Board and IB)*

All Subjects

$$\frac{\text{Number of students in grades 11 \& 12 in the 2017–18 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts

$$\frac{\text{number of students in grades 11 \& 12 in the 2017–18 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics

$$\frac{\text{number of students in grade 11 \& 12 in the 2017–18 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science

$$\frac{\text{number of students in grade 11 \& 12 in the 2017–18 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies

Number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in social studies
total students enrolled in grades 11 & 12

These indicators were used in determining the 2019 distinction designations for campuses and districts. For a detailed explanation of distinction designations, see Chapter 6 of the *[2019 Accountability Manual.](#)* *(Data source: College Board, IB, and TSDS PEIMS 40110)*

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in 2017–18 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 2017–18 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 2017–18 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 2017–18 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 2017–18 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

These indicators were used in determining the 2019 distinction designations for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the *[2019 Accountability Manual.](#)* *(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)*

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school

students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

$$\frac{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders in 2017–18 with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores. For the class of 2017 and previous years, the scores were based on each student's most recent examination. Because of the change to using highest score, only the class of 2018 is shown.

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

$$\frac{\text{number of 2017–18 graduates who took either the SAT or the ACT}}{\text{number of 2017–18 graduates reported}}$$

(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:

$$\frac{\text{number of 2017–18 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2017–18 graduating examinees taking either the SAT or the ACT}}$$

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

$$\frac{\text{number of 2017–18 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2017–18 graduates reported}}$$

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables. *(Data source: College Board and TSDS PEIMS 40203)*

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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.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2017–18 graduates who took the SAT}}{\text{number of 2017–18 graduates who took the SAT}}$$

(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.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2017–18 graduates who took the SAT}}{\text{number of 2017–18 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2017–18 graduates who took the SAT}}{\text{number of 2017–18 graduates who took the SAT}}$$

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables. *(Data source: College Board and TSDS 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.

$$\frac{\text{sum of ACT composite scores of all 2017–18 graduates who took the ACT}}{\text{number of 2017–18 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and Reading combined scores of all 2017–18 graduates who took the ACT}}{\text{number of 2017–18 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2017–18 graduates who took the ACT}}{\text{number of 2017–18 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2017-18 graduates who took the ACT}}{\text{number of 2017-18 graduaates who took the ACT}}$$

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps course and earned three hours of college credit *(Data source: OnRamps program)*

$$\frac{\text{number of 2017–18 annual graduates who completed an OnRamps course and earned three hours of college credit before graduation}}{\text{number of 2017–18 annual graduates}}$$

Current Special Education Students with Advanced Degree Plans: The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student *(Data source: TSDS PEIMS 40203 and 40110)*

$$\frac{\text{number of 2017–18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2017–18 annual graduates}}$$

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): 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 B 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 Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 11–12 in 2017–18 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one course in 2017–18}}$$

English Language Arts

$$\frac{\text{number of students in grades 11–12 in 2017–18 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one ELA course in 2017–18}}$$

Mathematics

number of students in grades 11–12 in 2017–18 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one mathematics course in 2017–18

Science

number of students in grades 11–12 in 2017–18 who received credit for at least
one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2017–18

Social Studies

number of students in grades 11–12 in 2017–18 who received credit for at least
one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the *2019 Accountability Manual. (Data source: TSDS PEIMS 43415)*

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 B 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 Texas Student Data System/Public Education Information Management System (TSDS 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: TSDS PEIMS 43415)*

Any Subject

number of students in grades 9–12 in 2017–18 who received credit for at least
one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2017–18

English Language Arts

number of students in grades 9–12 in 2017–18 who received credit for at least
one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2017–18

Mathematics

number of students in grades 9–12 in 2017–18 who received credit for at least
one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2017–18

Science

$$\frac{\text{number of students in grades 9–12 in 2017–18 who received credit for at least}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2017–18}}$$

Social Studies

$$\frac{\text{number of students in grades 9–12 in 2017–18 who received credit for at least}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2017–18}}$$

This indicator w used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the *2019 Accountability Manual.* *(Data source: TSDS PEIMS 43415)*

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

$$\frac{\text{number of graduates during the 2016–17 school year who attended a public or}}{\text{independent college or university in Texas in the 2017–18 academic year}}{\text{number of graduates during the 2016–17 school year}}$$

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.

$$\frac{\text{number of graduates during the 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}{\textbf{and}}{\text{met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)}}$$

$$\frac{}{\text{number of graduates during the 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

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 the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

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Total Students: The total number of public school students who were reported in membership on October 26, 2018, at any grade from early childhood education through grade 12. Membership differs from enrollment as it does not include those students who are served in the district for less than two hours per day. 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. *(Data source: TSDS PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: TSDS 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: TSDS PEIMS 40100, 30040, 30050, 30090)*

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

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

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

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" and "Limited English Proficient" (LEP) are used interchangeably.

Inclusion and exclusion of EL performance varies by indicator:

o   EL performance of students who are in year one in U.S. schools is excluded from all STAAR indicators. Exclusion of other EL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of EL performance, see the *2019 Accountability Manual.*
o   EL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

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

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

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2018–19, 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: TSDS PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia.

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

$$\frac{\text{number of students in the 2018–19 school year considered as at risk}}{\text{total number of students}}$$

(Data source: TSDS PEIMS 40110)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS 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 (TSDS 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 (TSDS PEIMS disability code 10)

- 10—Autism (AU)

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

- 02—Other Health Impairment (OHI)

- 07—Emotional Disturbance (ED)

Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

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

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number of mobile students in 2017–18

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number of students who were in membership at any time during the

2017–18 school year

This rate is calculated at the campus level and disaggregated by race/ethnicity. The mobility rate shown in the "district" column is 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. *(Data source: TSDS PEIMS 42400)*

Retention Rates by Grade *(not on campus profile):* The percentage of students in Texas public schools who enrolled in fall 2018 in the same grade in which they were reported for the last six-week period of the prior school year (2017–18).

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the number of students enrolled in the same grade from one school year to the next

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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 shows retention rates only for grades K–9. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2017–18,* available from TEA. *(Data source: TSDS PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by district in the TSDS 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 2017–18 the end of the school-start window was September 28, 2018.)

<div align="center">

number of underreported students

</div>

<div align="center">

number of students in grades 7–12 who were served in the district in the 2017–18 school year

</div>

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

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

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

For elementary classes, how the average is determined depends 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.

- Subjects in the areas of 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: TSDS PEIMS 30090)

Staff Information

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: TSDS PEIMS 30040, 30050, and 30090)*

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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 TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS 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 A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS 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: TSDS 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, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcount 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 A for TSDS PEIMS Role IDs (Professional Support Staff). *(Data source: TSDS 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: TSDS 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: TSDS 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: TSDS 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 reporting 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 teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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

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

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

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

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

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

(Data source: TSDS 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: TSDS 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: TSDS 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, and over 20 years. *(Data source: TSDS PEIMS 30060)*

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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 A for lists of the TSDS PEIMS role IDs included in each category.

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

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

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

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

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 2017–18 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: TSDS PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19. It is calculated as the total FTE count of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19, divided by the total teacher FTE count for the fall of 2017–18. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS PEIMS 30050 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 TSDS 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: TSDS 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.

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

Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, 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: TSDS PEIMS 30040, 30050 and 30090)*

Kindergarten Readiness

Kindergarten (KG) Ready: Assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013–14 through 2018–19, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments.

Eligible Students: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students determined to be kindergarten ready based on assessment results, who were eligible to attend PK and did attend public PK the prior school year.

Eligible Students Who Did Not Attend PK: Kindergarten students who were eligible to attend public PK but did not attend public PK the prior school year.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

Student Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

$$\frac{\text{number of kindergarten ready students}}{\text{all kindergarten students who were assessed for kindergarten readiness}}$$

Comprehensive Glossary
2018–19 Texas Academic Performance Report
Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary.* If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704.**

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Federal Accountability	Federal and State Education Policy	(512) 463-9414
RDA Special Education Monitoring Results Status		
	Results Driven Accountability	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
STAAR (all assessments)	Student Assessment	(512) 463-9536
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services	(512) 463-9720
Effective Schools Framework	School Improvement	(512) 463-5226
TELPAS	Student Assessment	(512) 463-9536

Comprehensive Glossary
2018–19 Texas Academic Performance Report
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
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

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.

Comprehensive Glossary
2018–19 Texas Academic Performance Report
Advanced Academic Courses
2018–19 Texas Academic Performance Report

- All courses shown were for the 2018–19 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

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (First Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
03580370	Discrete Math for Computer Science
03580395	Robotics Programming and Design
12701410	Applied Math for Tech Professionals
13001000	Math Appl in Ag/Food and Nat/Resources
13016700	Accounting II
13016900	Statistical and Business Decision Making
13018000	Financial Mathematics
13020970	Math for Medical Professionals
13032950	Manufacturing Engineering Technology II
13036700	Engineering Mathematics
13037050	Robotics II
13037600	Digital Electronics
A3100101	AP Calculus AB

Mathematics (cont.)

A3100102	AP Calculus BC
A3100200	AP Statistics
A3580100	AP Computer Science A
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580300	AP Computer Science Principles
N1100014	AP Research
N1130026	AP Seminar
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society, SL
I3580500	IB Information Technology In A Global Society

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Ensemble
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing Portfolio
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio

Fine Arts (cont.)

I3250200	IB Music, Standard Level
I3250300	IB Music, Higher Level
I3600100	IB Visual Art/Design, Higher Level
I3600200	IB Visual Art/Design, Standard Level-A
I3750200	IB Theatre Arts, Standard Level
I3750300	IB Theatre Arts, Higher Level
I3830100	IB Dance, Standard Level
I3830200	IB Dance, Higher Level

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050003	AP Physics I: Algebra Based
A3050004	AP Physics II: Algebra Based
A3050005	AP Physics C: Electricity and Magnetism
A3050006	AP Physics C: Mechanics
I3010201	IB Biology, Standard Level
I3010202	IB Biology, Higher Level
I3020000	IB Environmental Systems and Societies
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
13000700	Advanced Animal Science
13002100	Advanced Plant and Soil Science
13020600	Anatomy and 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 and Design
13037210	Scientific Research and Design II
13037220	Scientific Research and Design III
13037300	Engineering Design and Problem Solving
13037500	Engineering Science

Social Studies/History

A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3360200	AP Human Geography (Elective)
A3370100	AP World History
I3301100	IB History, Standard Level
I3301200	IB History: Africa, Higher Level
I3301300	IB History: Americas, Higher Level
I3301400	IB History: East and Southeast Asia, Higher Level
I3301500	IB History: Europe, Higher Level
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy
03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03110910	Adv, 1st Time, Arabic
03110920	Adv, 2nd Time, Arabic
03110930	Adv, 3rd Time, Arabic
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03120910	Adv, 1st Time, Japanese

03120920	Adv, 2nd Time, Japanese
03120930	Adv, 3rd Time, Japanese

Advanced Languages (Cont.)

03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03400910	Adv, 1st Time, Italian
03400920	Adv, 2nd Time, Italian
03400930	Adv, 3rd Time, Italian
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03410910	Adv, 1st Time, French
03410920	Adv, 2nd Time, French
03410930	Adv, 3rd Time, French
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03420910	Adv, 1st Time, German
03420920	Adv, 2nd Time, German
03420930	Adv, 3rd Time, German
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440600	Spanish VI
03440700	Spanish VII
03440910	Adv, 1st Time, Spanish
03440920	Adv, 2nd Time, Spanish
03440930	Adv, 3rd Time, Spanish
03450400	Russian IV
03450500	Russian V

03450600	Russian VI
03450700	Russian VII
03450910	Adv, 1st Time, Russian
03450920	Adv, 2nd Time, Russian
03450930	Adv, 3rd Time, Russian
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03470910	Adv, 1st Time, Portuguese
03470920	Adv, 2nd Time, Portuguese
03470930	Adv, 3rd Time, Portuguese
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03490910	Adv, 1st Time, Chinese
03490920	Adv, 2nd Time, Chinese
03490930	Adv, 3rd Time, Chinese
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03510910	Adv, 1st Time, Vietnam
03510920	Adv, 2nd Time, Vietnam
03510930	Adv, 3rd Time, Vietnam
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03520910	Adv, 1st Time, Hindi
03520920	Adv, 2nd Time, Hindi
03520930	Adv, 3rd Time, Hindi
03980400	American Sign Language IV
03530910	Adv, 1st Time, Urdu
03530920	Adv, 2nd Time, Urdu
03530930	Adv, 3rd Time, Urdu
11401910	Adv, 1st Time, Turkish

11401920	Adv, 2nd Time, Turkish
11401930	Adv, 3rd Time, Turkish
11403610	Adv, 1st Time, Korean
11403620	Adv, 2nd Time, Korean
11403630	Adv, 3rd Time, Korean
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese IV
A3400400	AP Italian IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV
I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV

Advanced Languages (Cont.)

I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

Other

I3000100	IB Theory of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV