

Barbers Hill Independent School District

Texas Academic Performance Report

2020-2021

The Texas Education Code (TEC), §39.306, requires each district's board of trustees to publish an annual report that includes the TAPR, campus performance objectives, district accreditation status and any distinction designations awarded, the district's current special education compliance status, information on violent or criminal incidents and prevention policies, information on the performance of the previous year's graduates in their first year of college, as reported by the Texas Higher Education Coordinating Board (THECB), and any supplemental information.

Texas Academic Performance Report – The TAPR report pulls together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics.

Texas Academic Performance Report Glossary – This glossary contains definitions and explanations for all items found in the Academic Performance reports, as well as pages that will assist in reading the reports.

Campus Performance Objectives – Campus performance objectives from each of the campus improvement plans for 2020 – 2021 are included. These performance objectives are developed, in part, to address performance as outlined in the TAPR reports.

Report on Violent or Criminal Incidents – This report contains information on violent or criminal incidents on each campus and information concerning school violence prevention and violence intervention policies and procedures.

Student Performance in Postsecondary Institutions – This information, provided to districts from the Texas Higher Education Coordinating Board, reports student performance in postsecondary institutions during the first year of enrollment after graduation from high school.

District Accreditation Status – This report contains an overall accreditation rating based on academic and financial accountability as well as legal compliance with statutes and rules specified in TEC, §39.052(b)(2).

Financial Standard Report – This report contains financial information for the 2019-2020 fiscal year.

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The intent of these guidelines is to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code, §61.1022.

TEC, §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report".

Statute requires that each district's board of trustees hold a public hearing to discuss the district's annual report within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places. A preliminary and final 2020–21 PDF TAPR will be released. Districts that did not request a Senate Bill 1365 optional alternative evaluation may use the preliminary report to meet these requirements. Districts that requested an alternative evaluation must wait for the final campus report in January 2022.

- 1. Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR. In addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, district accreditation status, each campus awarded a distinction designation or rated *F* (not applicable for 2021 because *Not Rated: Declared State of Disaster* was assigned to all campuses and no distinction designations were awarded), the district's current special education compliance status (included in the district PDF TAPR cover page), information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, and information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB). Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.

Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release this winter. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

- 2. PEIMS Financial Standard Reports (2019–20 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

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For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

- 3. District Accreditation Status** Each district's annual report must include the 2020–21 accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>. The report must also include any campuses that earned a distinction designation or was rated *F* (not applicable for 2021 because *Not Rated: Declared State of Disaster* was assigned to all campuses and no distinction designations were awarded).
- 4. Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.
- 5. Special Education Determination Status** (*district PDF TAPR only*) The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.
- 6. Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:
 - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
 - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

For more information about the reporting of violent or criminal incidents during the Office of Civil Rights data collection, please visit <https://ocrdata.ed.gov/>.

- 7. Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its [website](#). The report is titled *Report of 2018–2019 High School Grads GPA in Higher Ed Report*. The first page explains the purpose of the report and data calculation methods.

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If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

- 8. Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.

- 9. Accessing the PDF TAPR** The TAPR is available through TEAL Accountability (<https://tealprod.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet>) or the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

TEAL Accountability is for district use only and provides basic materials districts need to meet the legal requirements related to TAPR.

- 10. Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.
- 11. Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2020–21 TAPR.

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- 12. Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards*. Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.
- 13. Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.
- 14. Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
- **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
 - **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
 - **The Accountability Subset** The PDF TAPR includes the 2019 and 2021 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot (October 26, 2018 and October 30, 2020, respectively). See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.
 - **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/masking.html>.
- 15. Recommended Meetings** Beyond the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

2020-21 Texas Academic Performance Report (TAPR)

District Name: BARBERS HILL ISD

District Number: 036902

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

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

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	68%	92%	76%	89%	93%	*	100%	-	93%	60%	91%	92%	90%	84%	85%
	2019	76%	76%	93%	78%	91%	94%	*	*	-	100%	64%	100%	96%	85%	87%	92%
At Meets Grade Level or Above	2021	39%	39%	69%	53%	58%	73%	*	100%	-	93%	36%	64%	71%	65%	51%	46%
	2019	45%	46%	68%	44%	56%	71%	*	*	-	85%	36%	78%	72%	52%	52%	54%
At Masters Grade Level	2021	19%	20%	42%	35%	24%	46%	*	60%	-	79%	13%	45%	42%	40%	21%	23%
	2019	27%	28%	47%	33%	29%	53%	*	*	-	62%	18%	33%	51%	33%	30%	33%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	62%	92%	71%	90%	94%	*	100%	-	86%	64%	91%	94%	87%	81%	85%
	2019	79%	79%	93%	100%	93%	93%	*	*	-	100%	64%	100%	93%	93%	84%	88%
At Meets Grade Level or Above	2021	31%	31%	63%	35%	47%	69%	*	100%	-	71%	36%	55%	65%	57%	42%	35%
	2019	49%	49%	74%	80%	65%	77%	*	*	-	85%	33%	56%	77%	66%	62%	67%
At Masters Grade Level	2021	14%	15%	38%	24%	22%	43%	*	80%	-	57%	20%	55%	39%	35%	20%	27%
	2019	25%	25%	43%	10%	31%	47%	*	*	-	62%	18%	22%	46%	35%	31%	42%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	63%	85%	58%	83%	87%	*	*	-	89%	62%	73%	86%	82%	78%	54%
	2019	75%	75%	93%	100%	92%	94%	*	*	-	*	79%	85%	94%	92%	87%	79%
At Meets Grade Level or Above	2021	36%	37%	58%	50%	48%	64%	*	*	-	53%	44%	27%	61%	53%	43%	21%
	2019	44%	45%	68%	71%	60%	70%	*	*	-	*	35%	46%	68%	67%	42%	47%
At Masters Grade Level	2021	17%	18%	29%	8%	28%	30%	*	*	-	21%	11%	18%	32%	22%	17%	14%
	2019	22%	23%	42%	57%	28%	46%	*	*	-	*	29%	31%	41%	42%	22%	21%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	60%	90%	58%	86%	93%	*	*	-	100%	71%	91%	93%	86%	83%	68%
	2019	75%	76%	96%	86%	95%	97%	*	*	-	*	74%	100%	97%	95%	92%	84%
At Meets Grade Level or Above	2021	36%	37%	72%	42%	64%	77%	*	*	-	74%	48%	64%	74%	68%	53%	36%
	2019	48%	49%	78%	86%	73%	79%	*	*	-	*	47%	69%	79%	73%	60%	58%
At Masters Grade Level	2021	21%	22%	52%	42%	45%	55%	*	*	-	58%	29%	27%	53%	48%	34%	25%
	2019	28%	30%	53%	57%	46%	55%	*	*	-	*	29%	31%	54%	51%	36%	32%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

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

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	54%	74%	50%	67%	79%	*	*	-	79%	42%	64%	78%	67%	60%	39%
	2019	67%	67%	86%	71%	84%	87%	*	*	-	*	59%	54%	86%	84%	74%	79%
At Meets Grade Level or Above	2021	27%	28%	46%	33%	41%	48%	*	*	-	58%	26%	27%	48%	41%	36%	25%
	2019	35%	35%	52%	43%	37%	58%	*	*	-	*	24%	31%	52%	52%	33%	37%
At Masters Grade Level	2021	8%	9%	15%	8%	16%	15%	*	*	-	16%	9%	9%	16%	13%	9%	7%
	2019	11%	11%	18%	29%	16%	19%	*	*	-	*	12%	8%	18%	19%	6%	16%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	73%	93%	93%	92%	94%	*	100%	-	94%	61%	83%	96%	88%	90%	88%
	2019	86%	86%	96%	100%	94%	97%	*	100%	-	92%	80%	90%	97%	95%	93%	100%
At Meets Grade Level or Above	2021	46%	47%	71%	36%	64%	75%	*	100%	-	88%	33%	83%	74%	64%	50%	55%
	2019	54%	54%	71%	42%	61%	75%	*	100%	-	69%	36%	40%	72%	69%	61%	68%
At Masters Grade Level	2021	30%	31%	54%	21%	43%	58%	*	100%	-	88%	22%	50%	57%	46%	30%	36%
	2019	29%	30%	45%	8%	31%	51%	*	80%	-	46%	23%	10%	45%	45%	31%	28%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	70%	96%	93%	97%	95%	*	100%	-	94%	78%	83%	98%	92%	92%	94%
	2019	90%	89%	99%	100%	99%	99%	*	100%	-	100%	95%	100%	100%	98%	100%	100%
At Meets Grade Level or Above	2021	44%	45%	83%	57%	82%	84%	*	100%	-	94%	43%	67%	87%	75%	71%	73%
	2019	58%	59%	82%	58%	79%	85%	*	100%	-	69%	43%	70%	83%	81%	75%	80%
At Masters Grade Level	2021	25%	26%	60%	36%	57%	60%	*	100%	-	69%	17%	67%	62%	55%	45%	55%
	2019	36%	38%	58%	42%	53%	60%	*	100%	-	54%	16%	60%	60%	54%	48%	68%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	62%	90%	64%	84%	94%	*	100%	-	100%	57%	83%	93%	84%	75%	75%
	2019	75%	75%	93%	100%	91%	94%	*	100%	-	92%	66%	100%	96%	88%	89%	92%
At Meets Grade Level or Above	2021	31%	32%	67%	43%	53%	73%	*	100%	-	94%	37%	83%	71%	60%	48%	50%
	2019	49%	50%	80%	50%	71%	84%	*	100%	-	62%	39%	60%	81%	76%	65%	80%
At Masters Grade Level	2021	13%	14%	40%	14%	29%	44%	*	71%	-	56%	20%	33%	43%	33%	19%	31%
	2019	24%	25%	50%	33%	33%	58%	*	40%	-	38%	20%	30%	51%	50%	37%	24%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	64%	87%	82%	86%	87%	*	83%	-	100%	47%	90%	88%	83%	76%	48%
	2019	68%	69%	78%	73%	70%	82%	-	*	-	73%	40%	80%	80%	75%	61%	57%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

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

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	32%	34%	56%	64%	48%	60%	*	50%	-	43%	12%	50%	57%	56%	41%	17%
	2019	37%	38%	49%	53%	34%	55%	-	*	-	55%	21%	47%	52%	40%	35%	17%
At Masters Grade Level	2021	15%	16%	32%	36%	24%	35%	*	50%	-	29%	7%	40%	33%	30%	19%	9%
	2019	18%	19%	24%	33%	15%	27%	-	*	-	18%	8%	27%	25%	19%	13%	17%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	68%	94%	82%	94%	94%	*	80%	-	100%	60%	100%	96%	89%	87%	83%
	2019	81%	81%	96%	87%	94%	97%	-	*	-	100%	75%	93%	96%	96%	89%	87%
At Meets Grade Level or Above	2021	36%	37%	73%	64%	68%	76%	*	80%	-	71%	29%	78%	76%	67%	58%	43%
	2019	47%	48%	71%	67%	65%	74%	-	*	-	64%	34%	60%	72%	69%	55%	57%
At Masters Grade Level	2021	15%	17%	47%	36%	40%	50%	*	60%	-	43%	10%	22%	49%	41%	25%	22%
	2019	21%	22%	43%	33%	37%	46%	-	*	-	36%	13%	47%	45%	39%	26%	22%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	71%	86%	77%	83%	88%	*	100%	-	83%	40%	100%	89%	79%	77%	81%
	2019	76%	77%	91%	92%	85%	92%	*	100%	-	100%	59%	100%	93%	85%	81%	75%
At Meets Grade Level or Above	2021	45%	47%	67%	54%	61%	69%	*	100%	-	75%	17%	88%	70%	58%	57%	38%
	2019	49%	51%	69%	54%	63%	71%	*	67%	-	100%	31%	57%	73%	59%	49%	50%
At Masters Grade Level	2021	25%	27%	44%	38%	39%	46%	*	83%	-	50%	4%	38%	47%	37%	30%	19%
	2019	29%	31%	41%	31%	38%	41%	*	50%	-	67%	16%	29%	44%	32%	23%	8%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	57%	91%	85%	88%	92%	*	100%	-	83%	49%	100%	93%	85%	86%	86%
	2019	75%	77%	91%	92%	88%	93%	*	*	-	90%	68%	80%	93%	87%	85%	73%
At Meets Grade Level or Above	2021	27%	29%	69%	46%	62%	72%	*	100%	-	58%	15%	88%	72%	59%	56%	52%
	2019	43%	46%	68%	33%	65%	70%	*	*	-	80%	32%	60%	71%	61%	49%	45%
At Masters Grade Level	2021	12%	13%	44%	8%	35%	48%	*	100%	-	42%	4%	50%	48%	31%	24%	29%
	2019	17%	18%	24%	17%	20%	25%	*	*	-	30%	6%	0%	25%	21%	14%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	63%	80%	85%	70%	84%	*	100%	-	67%	23%	88%	82%	72%	65%	48%
	2019	70%	72%	87%	77%	86%	87%	*	100%	-	92%	44%	86%	89%	80%	73%	67%
At Meets Grade Level or Above	2021	33%	34%	53%	38%	44%	57%	*	100%	-	50%	8%	38%	56%	45%	38%	33%
	2019	42%	43%	60%	46%	58%	61%	*	83%	-	92%	25%	43%	64%	52%	41%	33%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

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

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	10%	10%	22%	15%	17%	23%	*	67%	-	25%	2%	0%	23%	17%	11%	5%
	2019	18%	19%	30%	8%	30%	29%	*	50%	-	67%	16%	29%	32%	23%	20%	8%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	74%	88%	67%	85%	91%	*	*	-	100%	55%	100%	91%	80%	80%	70%
	2019	86%	86%	97%	94%	97%	97%	-	100%	-	100%	75%	92%	98%	94%	95%	90%
At Meets Grade Level or Above	2021	46%	48%	66%	62%	54%	71%	*	*	-	81%	27%	78%	70%	54%	46%	26%
	2019	55%	56%	74%	61%	74%	74%	-	86%	-	100%	25%	77%	78%	63%	61%	62%
At Masters Grade Level	2021	21%	22%	33%	24%	23%	39%	*	*	-	25%	6%	22%	35%	28%	18%	13%
	2019	28%	30%	43%	17%	37%	47%	-	71%	-	25%	2%	38%	46%	35%	26%	14%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	62%	91%	88%	91%	91%	*	*	-	100%	78%	83%	94%	86%	90%	86%
	2019	88%	88%	98%	100%	99%	98%	-	100%	-	100%	84%	100%	99%	95%	97%	95%
At Meets Grade Level or Above	2021	36%	37%	69%	53%	71%	69%	*	*	-	83%	47%	67%	73%	62%	63%	48%
	2019	57%	58%	87%	82%	87%	87%	-	100%	-	100%	47%	75%	90%	81%	78%	71%
At Masters Grade Level	2021	11%	11%	28%	24%	24%	29%	*	*	-	42%	9%	33%	27%	29%	25%	14%
	2019	17%	18%	46%	29%	43%	48%	-	86%	-	13%	7%	25%	50%	32%	31%	14%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	68%	86%	67%	81%	89%	*	*	-	94%	50%	89%	89%	77%	74%	52%
	2019	81%	81%	96%	89%	94%	98%	-	100%	-	100%	74%	92%	97%	94%	88%	95%
At Meets Grade Level or Above	2021	43%	45%	68%	57%	54%	75%	*	*	-	75%	33%	67%	71%	62%	53%	17%
	2019	51%	52%	83%	67%	76%	87%	-	100%	-	88%	44%	69%	87%	72%	64%	67%
At Masters Grade Level	2021	24%	25%	45%	33%	30%	52%	*	*	-	63%	19%	56%	48%	37%	30%	13%
	2019	25%	27%	55%	22%	45%	61%	-	86%	-	38%	12%	38%	58%	45%	33%	33%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	58%	79%	67%	72%	83%	*	*	-	81%	48%	67%	82%	72%	67%	61%
	2019	69%	70%	88%	89%	80%	90%	-	100%	-	100%	45%	77%	91%	78%	70%	62%
At Meets Grade Level or Above	2021	28%	29%	50%	48%	40%	54%	*	*	-	63%	23%	56%	53%	43%	35%	9%
	2019	37%	38%	62%	56%	54%	65%	-	71%	-	75%	32%	54%	64%	55%	43%	33%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

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

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	14%	15%	27%	10%	18%	30%	*	*	-	63%	9%	44%	27%	26%	18%	4%
	2019	21%	23%	39%	28%	34%	41%	-	57%	-	50%	14%	23%	41%	34%	28%	29%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	67%	89%	73%	86%	89%	*	100%	-	94%	44%	80%	92%	77%	82%	50%
	2019	68%	67%	83%	69%	81%	83%	*	100%	-	81%	26%	80%	84%	78%	72%	65%
At Meets Grade Level or Above	2021	50%	51%	74%	60%	68%	76%	*	100%	-	83%	24%	80%	78%	62%	59%	42%
	2019	50%	50%	73%	62%	68%	74%	*	100%	-	63%	15%	80%	75%	67%	63%	47%
At Masters Grade Level	2021	12%	14%	25%	13%	23%	25%	*	67%	-	28%	2%	20%	28%	14%	9%	8%
	2019	11%	11%	24%	15%	18%	27%	*	50%	-	13%	7%	20%	25%	21%	11%	12%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	71%	87%	88%	82%	88%	*	100%	-	100%	49%	100%	91%	71%	76%	69%
	2019	68%	69%	85%	82%	82%	86%	-	100%	-	80%	47%	86%	86%	81%	78%	55%
At Meets Grade Level or Above	2021	57%	58%	76%	81%	70%	77%	*	100%	-	100%	27%	100%	80%	61%	64%	56%
	2019	49%	50%	72%	64%	74%	73%	-	82%	-	60%	25%	71%	75%	63%	62%	9%
At Masters Grade Level	2021	11%	12%	16%	0%	10%	19%	*	50%	-	0%	2%	0%	17%	10%	10%	6%
	2019	8%	9%	15%	9%	13%	16%	-	9%	-	0%	9%	14%	19%	3%	9%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	74%	98%	100%	98%	97%	-	*	-	100%	82%	100%	99%	94%	93%	92%
	2019	85%	84%	96%	90%	95%	96%	*	100%	-	88%	59%	100%	97%	92%	90%	90%
At Meets Grade Level or Above	2021	41%	44%	76%	71%	73%	77%	-	*	-	78%	32%	100%	80%	63%	64%	62%
	2019	61%	61%	85%	80%	84%	85%	*	86%	-	88%	32%	100%	87%	79%	77%	70%
At Masters Grade Level	2021	23%	26%	49%	41%	47%	51%	-	*	-	39%	5%	43%	54%	36%	29%	46%
	2019	37%	38%	63%	60%	59%	64%	*	86%	-	63%	12%	57%	64%	59%	49%	60%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	82%	94%	100%	95%	94%	*	100%	-	88%	70%	100%	96%	90%	89%	82%
	2019	88%	88%	98%	100%	98%	98%	*	100%	-	93%	73%	*	98%	96%	97%	91%
At Meets Grade Level or Above	2021	55%	57%	84%	79%	81%	85%	*	100%	-	82%	47%	100%	88%	74%	71%	36%
	2019	62%	63%	88%	90%	83%	88%	*	100%	-	93%	27%	*	89%	84%	80%	73%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

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

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	22%	26%	41%	29%	41%	41%	*	57%	-	41%	12%	60%	44%	30%	32%	18%
	2019	25%	28%	49%	40%	40%	52%	*	83%	-	27%	12%	*	51%	41%	39%	27%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	89%	98%	100%	95%	100%	*	100%	-	94%	76%	*	98%	99%	97%	88%
	2019	93%	93%	97%	94%	97%	97%	*	100%	-	100%	68%	*	98%	95%	94%	75%
At Meets Grade Level or Above	2021	69%	70%	94%	88%	90%	96%	*	100%	-	94%	52%	*	94%	96%	93%	88%
	2019	73%	75%	91%	88%	87%	93%	*	100%	-	86%	42%	*	94%	80%	82%	50%
At Masters Grade Level	2021	43%	45%	73%	50%	66%	77%	*	60%	-	65%	24%	*	74%	69%	63%	25%
	2019	45%	49%	67%	50%	63%	70%	*	100%	-	57%	16%	*	71%	55%	51%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	96%	100%	*	100%	100%	-	*	-	-	-	*	100%	*	*	-
At Meets Grade Level or Above	2021	69%	75%	96%	*	100%	95%	-	*	-	-	-	*	99%	*	*	-
At Masters Grade Level	2021	14%	18%	11%	*	0%	15%	-	*	-	-	-	*	10%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	68%	89%	78%	86%	91%	72%	95%	-	92%	57%	88%	91%	83%	80%	72%
	2019	78%	78%	92%	89%	90%	93%	82%	99%	-	92%	64%	90%	93%	89%	85%	83%
At Meets Grade Level or Above	2021	41%	43%	68%	55%	61%	72%	44%	90%	-	76%	32%	66%	72%	60%	53%	40%
	2019	50%	51%	73%	63%	67%	75%	53%	90%	-	78%	33%	62%	75%	66%	58%	55%
At Masters Grade Level	2021	18%	20%	39%	24%	31%	41%	23%	66%	-	46%	12%	34%	41%	33%	24%	22%
	2019	24%	25%	42%	28%	35%	45%	26%	66%	-	41%	14%	31%	44%	36%	28%	25%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	69%	88%	76%	86%	90%	73%	96%	-	94%	53%	89%	91%	81%	80%	70%
	2019	75%	75%	89%	85%	86%	91%	85%	98%	-	88%	58%	89%	91%	86%	82%	79%
At Meets Grade Level or Above	2021	45%	46%	67%	58%	59%	70%	47%	87%	-	77%	29%	67%	70%	59%	51%	37%
	2019	48%	49%	68%	57%	61%	71%	54%	84%	-	74%	27%	59%	71%	60%	53%	47%
At Masters Grade Level	2021	18%	20%	34%	22%	27%	37%	13%	64%	-	42%	9%	30%	36%	29%	20%	18%
	2019	21%	22%	35%	22%	26%	38%	23%	49%	-	34%	13%	27%	37%	29%	21%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	66%	93%	84%	92%	94%	75%	94%	-	95%	69%	93%	95%	88%	87%	84%
	2019	82%	82%	96%	94%	95%	96%	82%	100%	-	96%	76%	97%	96%	94%	91%	89%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

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

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	39%	73%	54%	68%	76%	58%	94%	-	77%	37%	73%	76%	65%	58%	50%
	2019	52%	53%	78%	69%	75%	80%	55%	97%	-	81%	39%	69%	80%	73%	65%	65%
At Masters Grade Level	2021	18%	19%	45%	29%	39%	48%	25%	74%	-	51%	14%	41%	47%	40%	29%	32%
	2019	26%	28%	48%	34%	42%	50%	27%	88%	-	47%	14%	37%	50%	42%	34%	35%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	59%	77%	68%	69%	81%	*	80%	-	74%	34%	74%	80%	69%	62%	43%
	2019	68%	69%	86%	75%	85%	87%	*	100%	-	86%	52%	65%	88%	82%	74%	74%
At Meets Grade Level or Above	2021	30%	31%	49%	36%	42%	52%	*	70%	-	55%	18%	32%	52%	43%	37%	29%
	2019	38%	39%	56%	45%	47%	59%	*	78%	-	86%	24%	35%	58%	52%	37%	35%
At Masters Grade Level	2021	9%	9%	18%	12%	16%	19%	*	50%	-	19%	6%	5%	20%	15%	10%	6%
	2019	14%	15%	24%	15%	23%	24%	*	44%	-	57%	14%	15%	25%	21%	13%	13%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	71%	90%	76%	86%	92%	86%	100%	-	94%	58%	90%	92%	83%	79%	68%
	2019	81%	82%	96%	95%	94%	96%	100%	100%	-	94%	71%	96%	97%	93%	91%	93%
At Meets Grade Level or Above	2021	44%	45%	73%	59%	61%	78%	43%	100%	-	84%	38%	80%	76%	64%	56%	36%
	2019	54%	55%	84%	68%	76%	87%	80%	100%	-	81%	38%	70%	86%	77%	70%	74%
At Masters Grade Level	2021	20%	22%	42%	27%	33%	46%	43%	71%	-	53%	17%	50%	45%	34%	27%	23%
	2019	25%	27%	51%	30%	40%	57%	60%	72%	-	33%	15%	41%	54%	45%	36%	28%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	74%	88%	76%	82%	91%	80%	100%	-	88%	56%	70%	90%	82%	79%	68%
	2019	81%	81%	92%	91%	87%	94%	*	100%	-	100%	52%	81%	94%	85%	80%	66%
At Meets Grade Level or Above	2021	49%	51%	70%	59%	62%	74%	40%	88%	-	79%	31%	60%	73%	63%	60%	29%
	2019	55%	57%	75%	71%	68%	78%	*	85%	-	80%	35%	63%	78%	65%	58%	38%
At Masters Grade Level	2021	29%	31%	48%	21%	39%	52%	40%	50%	-	64%	13%	50%	50%	42%	37%	10%
	2019	33%	36%	52%	38%	47%	54%	*	77%	-	53%	14%	38%	55%	43%	37%	21%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

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

	School Year	State	Region04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	63	69	83	66	70	*	*	-	*	72	63	68	72	68	74
	2018	63	64	66	44	68	67	*	*	-	40	74	67	64	72	63	62
Grade 4 Mathematics	2019	65	66	78	71	79	77	*	*	-	*	77	63	78	77	75	74
	2018	65	67	77	82	82	75	*	*	-	90	74	75	77	77	80	77
Grade 5 ELA/Reading	2019	81	81	84	88	82	85	*	*	-	79	86	70	83	89	86	100
	2018	80	80	82	83	84	81	-	*	-	94	75	95	83	80	82	84
Grade 5 Mathematics	2019	83	82	87	83	88	87	*	*	-	88	86	90	87	89	91	88
	2018	81	79	86	71	84	88	-	*	-	88	93	90	85	89	85	94
Grade 6 ELA/Reading	2019	42	44	42	58	33	46	-	*	-	35	31	47	42	43	34	36
	2018	47	49	52	54	45	54	*	40	-	50	50	*	53	48	52	*
Grade 6 Mathematics	2019	54	55	66	65	57	69	-	*	-	50	45	60	65	68	53	41
	2018	56	57	49	42	47	47	*	*	-	95	62	*	47	52	50	30
Grade 7 ELA/Reading	2019	77	78	83	96	82	82	*	80	-	100	76	100	82	84	82	91
	2018	76	77	81	79	80	80	-	100	-	88	80	88	81	81	80	85
Grade 7 Mathematics	2019	62	63	77	86	77	77	*	*	-	75	67	80	76	81	70	50
	2018	67	67	78	65	76	79	-	100	-	83	71	75	79	75	71	78
Grade 8 ELA/Reading	2019	77	78	85	79	91	82	-	71	-	81	79	85	86	80	85	98
	2018	79	79	79	69	88	77	*	83	-	89	86	*	79	78	81	94
Grade 8 Mathematics	2019	82	84	92	100	95	91	-	100	-	86	88	92	92	94	95	86
	2018	81	81	94	100	96	93	-	100	-	95	96	83	94	93	95	91
End of Course English II	2019	69	70	69	71	64	70	-	82	-	63	65	64	70	65	65	58
	2018	67	67	71	73	71	71	*	75	-	75	60	*	70	73	72	43
End of Course Algebra I	2019	75	75	84	100	84	83	*	86	-	86	45	100	83	86	75	80
	2018	72	72	88	77	92	87	*	100	-	86	78	80	86	94	87	100
All Grades Both Subjects	2019	69	70	76	81	75	77	50	86	-	75	67	73	76	77	73	74
	2018	69	70	76	70	77	76	73	86	-	80	77	79	76	76	75	80
All Grades ELA/Reading	2019	68	69	72	78	69	72	*	79	-	72	66	69	72	72	70	78
	2018	69	69	72	68	74	72	67	79	-	70	73	79	72	72	72	76
All Grades Mathematics	2019	70	71	81	85	80	81	70	96	-	78	68	78	80	82	77	71
	2018	70	70	80	71	81	80	80	92	-	90	80	78	80	80	78	84

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

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

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	68%	89%	68%	68%	-	-	-	-	63%	-	63%	-	88%	90%	65%	92%
	2019	78%	78%	92%	86%	86%	-	-	-	-	67%	-	67%	-	100%		74%	
At Meets Grade Level or Above	2021	41%	43%	68%	32%	32%	-	-	-	-	27%	-	27%	-	38%	70%	29%	79%
	2019	50%	51%	73%	48%	48%	-	-	-	-	35%	-	35%	-	63%		40%	
At Masters Grade Level	2021	18%	20%	39%	17%	17%	-	-	-	-	11%	-	11%	-	13%	40%	12%	43%
	2019	24%	25%	42%	20%	20%	-	-	-	-	10%	-	10%	-	25%		14%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	69%	88%	70%	70%	-	-	-	-	54%	-	54%	-	100%	89%	61%	93%
	2019	75%	75%	89%	84%	84%	-	-	-	-	57%	-	57%	-	*		67%	
At Meets Grade Level or Above	2021	45%	46%	67%	32%	32%	-	-	-	-	23%	-	23%	-	20%	68%	25%	80%
	2019	48%	49%	68%	42%	42%	-	-	-	-	17%	-	17%	-	*		27%	
At Masters Grade Level	2021	18%	20%	34%	18%	18%	-	-	-	-	6%	-	6%	-	0%	35%	10%	35%
	2019	21%	22%	35%	16%	16%	-	-	-	-	2%	-	2%	-	*		7%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	66%	93%	79%	79%	-	-	-	-	82%	-	82%	-	100%	94%	81%	96%
	2019	82%	82%	96%	90%	90%	-	-	-	-	79%	-	79%	-	*		84%	
At Meets Grade Level or Above	2021	37%	39%	73%	37%	37%	-	-	-	-	44%	-	44%	-	80%	74%	41%	84%
	2019	52%	53%	78%	55%	55%	-	-	-	-	51%	-	51%	-	*		53%	
At Masters Grade Level	2021	18%	19%	45%	21%	21%	-	-	-	-	21%	-	21%	-	40%	46%	20%	56%
	2019	26%	28%	48%	32%	32%	-	-	-	-	21%	-	21%	-	*		26%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	59%	77%	28%	28%	-	-	-	-	39%	-	39%	-	*	79%	36%	65%
	2019	68%	69%	86%	77%	77%	-	-	-	-	67%	-	67%	-	-		73%	
At Meets Grade Level or Above	2021	30%	31%	49%	22%	22%	-	-	-	-	17%	-	17%	-	*	51%	18%	65%
	2019	38%	39%	56%	23%	23%	-	-	-	-	33%	-	33%	-	-		27%	
At Masters Grade Level	2021	9%	9%	18%	11%	11%	-	-	-	-	0%	-	0%	-	*	19%	3%	18%
	2019	14%	15%	24%	0%	0%	-	-	-	-	0%	-	0%	-	-		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	71%	90%	63%	63%	-	-	-	-	59%	-	59%	-	*	91%	58%	98%
	2019	81%	82%	96%	88%	88%	-	-	-	-	84%	-	84%	-	*		86%	
At Meets Grade Level or Above	2021	44%	45%	73%	32%	32%	-	-	-	-	17%	-	17%	-	*	74%	21%	80%
	2019	54%	55%	84%	88%	88%	-	-	-	-	53%	-	53%	-	*		62%	
At Masters Grade Level	2021	20%	22%	42%	5%	5%	-	-	-	-	14%	-	14%	-	*	43%	10%	49%
	2019	25%	27%	51%	25%	25%	-	-	-	-	16%	-	16%	-	*		17%	
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

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

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	74%	88%	-	-	-	-	-	-	57%	-	57%	-	*	89%	59%	88%
	2019	81%	81%	92%	-	-	-	-	-	-	56%	-	56%	-	-	-	56%	-
At Meets Grade Level or Above	2021	49%	51%	70%	-	-	-	-	-	-	14%	-	14%	-	*	72%	14%	72%
	2019	55%	57%	75%	-	-	-	-	-	-	33%	-	33%	-	-	-	33%	-
At Masters Grade Level	2021	29%	31%	48%	-	-	-	-	-	-	0%	-	0%	-	*	49%	0%	42%
	2019	33%	36%	52%	-	-	-	-	-	-	11%	-	11%	-	-	-	11%	-

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

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

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	88%	99%	99%	99%	99%	94%	100%	-	100%	99%	100%	99%	100%	99%	99%
Included in Accountability	83%	84%	96%	89%	94%	97%	88%	97%	-	96%	95%	100%	97%	93%	93%	94%
Not Included in Accountability: Mobile	3%	3%	4%	10%	5%	3%	6%	3%	-	4%	2%	0%	2%	7%	6%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	1%	-	0%	1%	0%	0%	0%	0%	1%
Not Tested	12%	12%	1%	1%	1%	1%	6%	0%	-	0%	1%	0%	1%	0%	1%	1%
Absent	2%	2%	0%	0%	0%	0%	6%	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	10%	10%	0%	1%	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	1%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	90%	94%	96%	94%	95%	*	96%	92%	98%	98%	90%	92%	87%
Not Included in Accountability: Mobile	4%	4%	4%	9%	5%	3%	6%	4%	*	3%	7%	2%	2%	9%	7%	10%
Not Included in Accountability: Other Exclusions	1%	1%	0%	1%	0%	0%	0%	1%	*	1%	1%	0%	0%	0%	0%	3%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	99.1%	99.0%	99.1%	99.0%	98.8%	99.5%	*	99.2%	98.6%	98.5%	99.2%
2018-19	95.4%	95.5%	96.4%	97.1%	96.5%	96.3%	95.7%	98.0%	*	96.7%	95.3%	95.7%	96.8%
Chronic Absenteeism													
2019-20	6.7%	6.4%	3.2%	5.5%	2.7%	3.3%	0.0%	2.7%	*	3.2%	5.6%	6.0%	1.5%
2018-19	11.4%	11.1%	5.5%	2.7%	5.5%	5.6%	14.8%	2.8%	*	5.0%	11.2%	9.1%	6.6%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.7%	0.1%	0.0%	0.4%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.4%	3.7%
2018-19	0.4%	0.6%	0.2%	2.8%	0.0%	0.2%	0.0%	0.0%	-	0.0%	0.0%	0.9%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	0.2%	1.4%	0.2%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.8%	0.0%
2018-19	1.9%	2.0%	0.2%	0.0%	0.0%	0.3%	0.0%	0.0%	*	0.0%	0.9%	0.6%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	89.9%	98.9%	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Received TxCHSE	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	3.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	5.4%	6.1%	1.1%	0.0%	0.0%	1.7%	*	0.0%	*	0.0%	0.0%	2.6%	0.0%
Graduates and TxCHSE	90.7%	90.3%	98.9%	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Graduates, TxCHSE, and Continuers	94.6%	93.9%	98.9%	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Class of 2019													
Graduated	90.0%	89.0%	99.4%	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
Received TxCHSE	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	3.7%	3.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	5.9%	6.9%	0.6%	0.0%	0.0%	0.8%	*	0.0%	-	0.0%	0.0%	1.8%	*
Graduates and TxCHSE	90.4%	89.5%	99.4%	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
Graduates, TxCHSE, and Continuers	94.1%	93.1%	99.4%	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.4%	99.4%	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
Received TxCHSE	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	1.3%	1.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	6.9%	0.6%	0.0%	0.0%	0.8%	*	0.0%	-	0.0%	0.0%	1.8%	*
Graduates and TxCHSE	92.6%	91.9%	99.4%	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
Graduates, TxCHSE, and Continuers	93.9%	93.1%	99.4%	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	91.3%	99.0%	93.3%	98.8%	99.3%	-	*	-	100.0%	100.0%	98.8%	*
Received TxCHSE	0.6%	0.6%	0.3%	6.7%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	1.1%	1.1%	0.3%	0.0%	0.0%	0.4%	-	*	-	0.0%	0.0%	1.2%	*
Dropped Out	6.1%	7.0%	0.5%	0.0%	1.2%	0.4%	-	*	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	92.8%	91.9%	99.2%	100.0%	98.8%	99.3%	-	*	-	100.0%	100.0%	98.8%	*
Graduates, TxCHSE, and Continuers	93.9%	93.0%	99.5%	100.0%	98.8%	99.6%	-	*	-	100.0%	100.0%	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	91.8%	99.2%	93.3%	98.8%	99.6%	-	*	-	100.0%	100.0%	100.0%	*
Received TxCHSE	0.7%	0.7%	0.3%	6.7%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	6.9%	0.5%	0.0%	1.2%	0.4%	-	*	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	93.3%	92.5%	99.5%	100.0%	98.8%	99.6%	-	*	-	100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	93.1%	99.5%	100.0%	98.8%	99.6%	-	*	-	100.0%	100.0%	100.0%	*
Class of 2017													
Graduated	92.4%	91.5%	99.4%	100.0%	97.1%	100.0%	*	*	-	100.0%	94.1%	100.0%	-
Received TxCHSE	0.7%	0.8%	0.3%	0.0%	1.4%	0.0%	*	*	-	0.0%	5.9%	0.0%	-
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	-
Dropped Out	6.3%	7.1%	0.3%	0.0%	1.4%	0.0%	*	*	-	0.0%	0.0%	0.0%	-
Graduates and TxCHSE	93.2%	92.3%	99.7%	100.0%	98.6%	100.0%	*	*	-	100.0%	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	92.9%	99.7%	100.0%	98.6%	100.0%	*	*	-	100.0%	100.0%	100.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	89.9%	98.1%	100.0%	98.1%	97.9%	*	100.0%	*	100.0%	87.0%	96.2%	100.0%
Class of 2019	90.0%	89.0%	98.9%	100.0%	100.0%	98.4%	*	100.0%	-	100.0%	100.0%	98.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	64.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	76.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	3.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Class of 2019	4.2%	5.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	83.0%	96.4%	81.3%	96.2%	97.4%	*	100.0%	*	100.0%	55.0%	90.7%	83.3%
Class of 2019	83.5%	81.1%	96.8%	92.9%	94.6%	97.5%	*	100.0%	-	100.0%	35.3%	90.7%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	86.7%	96.4%	81.3%	96.2%	97.4%	*	100.0%	*	100.0%	55.0%	90.7%	83.3%
Class of 2019	87.6%	86.1%	96.8%	92.9%	94.6%	97.5%	*	100.0%	-	100.0%	35.3%	90.7%	*
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	21.3%	*	-	-	*	-	-	-	-	*	-	-
2018-19	32.7%	27.5%	*	-	*	*	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	3.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	4.4%	5.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	81.2%	95.4%	80.0%	95.3%	96.5%	*	85.7%	*	100.0%	55.0%	90.7%	85.7%
2018-19	82.1%	79.6%	96.8%	93.3%	94.5%	97.6%	*	100.0%	-	100.0%	35.3%	91.1%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	84.5%	95.1%	80.0%	95.3%	96.1%	*	85.7%	*	100.0%	52.4%	90.7%	85.7%
2018-19	85.9%	84.1%	96.0%	93.3%	92.0%	97.2%	*	100.0%	-	100.0%	35.3%	91.1%	*

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	370	100.0%	360,220	100.0%
By Ethnicity:				
African American	15	4.1%	44,729	12.4%
Hispanic	107	28.9%	184,060	51.1%
White	232	62.7%	105,215	29.2%
American Indian	1	0.3%	1,226	0.3%
Asian	7	1.9%	17,126	4.8%
Pacific Islander	1	0.3%	557	0.2%
Two or More Races	7	1.9%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	1	0.3%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	17	4.6%	49,535	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	15,689	4.4%
Foundation H.S. Program (DLA)	352	95.1%	292,532	81.2%
Special Education Graduates	21	5.7%	29,018	8.1%
Economically Disadvantaged Graduates	75	20.3%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	7	1.9%	29,639	8.2%
At-Risk Graduates	101	27.3%	148,836	41.3%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	61.1%	73.2%	53.3%	72.0%	75.0%	*	100.0%	*	71.4%	71.4%	62.7%	14.3%
2018-19	72.9%	72.0%	85.9%	80.0%	82.2%	86.5%	*	100.0%	-	100.0%	82.5%	81.9%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	52.1%	60.8%	46.7%	59.8%	62.5%	*	71.4%	*	57.1%	14.3%	48.0%	14.3%
2018-19	53.0%	53.2%	68.7%	66.7%	57.9%	71.4%	*	100.0%	-	80.0%	0.0%	46.6%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	57.8%	62.4%	33.3%	59.8%	65.1%	*	85.7%	*	57.1%	9.5%	45.3%	14.3%
2018-19	60.7%	60.9%	74.9%	80.0%	64.5%	77.8%	*	100.0%	-	70.0%	5.0%	63.8%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	47.9%	43.0%	6.7%	42.1%	45.7%	*	71.4%	*	28.6%	4.8%	24.0%	14.3%
2018-19	48.6%	51.4%	60.6%	66.7%	59.2%	60.1%	*	100.0%	-	60.0%	0.0%	46.6%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	42.3%	40.5%	6.7%	42.1%	41.8%	*	71.4%	*	28.6%	4.8%	22.7%	0.0%
2018-19	44.2%	45.3%	56.6%	60.0%	48.7%	58.5%	*	100.0%	-	50.0%	0.0%	39.7%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	24.7%	23.2%	13.3%	27.1%	21.6%	*	57.1%	*	14.3%	4.8%	22.7%	14.3%
2018-19	21.1%	24.3%	28.5%	40.0%	31.6%	26.6%	*	60.0%	-	20.0%	0.0%	20.7%	*
Associate Degree (Annual Graduates)													
2019-20	2.1%	1.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	1.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	20.7%	42.2%	40.0%	38.3%	45.3%	*	14.3%	*	42.9%	4.8%	30.7%	0.0%
2018-19	23.1%	20.2%	38.6%	33.3%	28.9%	41.9%	*	20.0%	-	50.0%	0.0%	22.4%	*
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	1.5%	0.8%	0.0%	0.9%	0.9%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	2.3%	0.8%	1.7%	0.0%	3.9%	1.2%	*	0.0%	-	0.0%	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	17.3%	27.6%	20.0%	25.2%	29.3%	*	42.9%	*	14.3%	71.4%	25.3%	14.3%
2018-19	40.4%	37.1%	43.1%	33.3%	40.8%	44.6%	*	30.0%	-	40.0%	82.5%	53.4%	*
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	12.8%	23.8%	20.0%	22.4%	25.4%	*	28.6%	*	0.0%	19.0%	18.7%	0.0%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	9.9%	15.5%	6.7%	13.2%	16.1%	*	20.0%	-	30.0%	5.0%	20.7%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.4%	0.8%	6.7%	0.9%	0.4%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	0.4%	1.7%	0.0%	3.9%	1.2%	*	0.0%	-	0.0%	0.0%	3.4%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.0%	2.4%	0.0%	1.9%	2.2%	*	14.3%	*	14.3%	28.6%	2.7%	0.0%
2018-19	2.3%	2.4%	3.1%	6.7%	6.6%	2.0%	*	0.0%	-	0.0%	45.0%	8.6%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	3.1%	3.0%	0.0%	2.8%	3.0%	*	0.0%	*	14.3%	52.4%	5.3%	14.3%
2018-19	2.7%	2.3%	1.7%	0.0%	2.6%	1.6%	*	0.0%	-	0.0%	30.0%	3.4%	*

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	21.0%	19.7%	6.7%	23.4%	19.4%	*	14.3%	*	0.0%	4.8%	16.0%	14.3%
	2018-19	33.4%	25.3%	54.9%	46.7%	46.1%	57.3%	*	100.0%	-	60.0%	5.0%	55.2%	*
Mathematics	2019-20	21.2%	15.5%	6.5%	0.0%	9.3%	5.2%	*	14.3%	*	14.3%	4.8%	5.3%	14.3%
	2018-19	24.7%	20.6%	28.7%	33.3%	34.2%	25.4%	*	60.0%	-	50.0%	0.0%	34.5%	*
Both Subjects	2019-20	16.4%	10.4%	3.0%	0.0%	5.6%	1.7%	*	14.3%	*	0.0%	0.0%	2.7%	0.0%
	2018-19	18.8%	13.3%	24.2%	26.7%	26.3%	22.2%	*	60.0%	-	40.0%	0.0%	27.6%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	5.6%	0.3%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	1.3%	0.0%
	2018-19	5.1%	4.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Mathematics	2019-20	9.7%	9.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2018-19	7.3%	8.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Both Subjects	2019-20	4.2%	3.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2018-19	2.6%	1.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	24.6%	28.3%	21.6%	28.3%	27.5%	*	70.6%	*	26.7%	4.4%	21.1%	20.0%
	2019	25.2%	27.4%	28.4%	28.6%	34.9%	25.7%	*	46.7%	-	26.7%	0.0%	20.2%	0.0%
English Language Arts	2020	12.7%	14.1%	19.4%	16.2%	17.1%	19.3%	*	52.9%	*	26.7%	0.0%	12.2%	0.0%
	2019	14.5%	15.1%	18.3%	10.7%	23.7%	16.9%	*	33.3%	-	6.7%	0.0%	14.3%	0.0%
Mathematics	2020	6.4%	7.3%	4.3%	0.0%	3.4%	4.6%	*	17.6%	*	0.0%	0.0%	2.0%	0.0%
	2019	7.4%	8.1%	4.6%	0.0%	3.6%	4.9%	*	20.0%	-	0.0%	0.0%	1.7%	0.0%
Science	2020	9.4%	10.7%	11.6%	8.1%	8.3%	13.3%	*	23.5%	*	0.0%	0.0%	5.4%	0.0%
	2019	10.4%	11.4%	12.6%	14.3%	11.8%	11.7%	*	46.7%	-	13.3%	0.0%	9.2%	0.0%
Social Studies	2020	12.4%	14.6%	19.4%	5.4%	17.6%	19.5%	*	70.6%	*	20.0%	2.2%	13.6%	6.7%
	2019	13.9%	15.8%	20.3%	17.9%	24.9%	18.5%	*	40.0%	-	13.3%	0.0%	15.1%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	61.3%	76.3%	62.5%	72.4%	80.3%	-	58.3%	-	*	*	80.6%	*
	2019	51.0%	53.9%	66.0%	62.5%	67.8%	64.0%	-	100.0%	-	*	-	79.2%	-
English Language Arts	2020	50.1%	51.1%	70.0%	66.7%	62.9%	74.0%	-	66.7%	-	*	-	66.7%	-
	2019	41.2%	43.1%	54.2%	*	55.0%	54.9%	-	60.0%	-	*	-	52.9%	-
Mathematics	2020	56.5%	58.8%	66.7%	-	71.4%	65.2%	-	*	-	-	-	*	-
	2019	52.2%	54.9%	81.8%	-	83.3%	79.2%	-	*	-	-	-	*	-
Science	2020	47.6%	50.0%	53.3%	*	23.5%	60.6%	-	*	-	-	-	37.5%	-
	2019	40.6%	43.7%	62.2%	*	45.0%	64.9%	-	100.0%	-	*	-	45.5%	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	55.0%	62.0%	*	55.6%	66.0%	-	41.7%	-	*	*	55.0%	*
	2019	46.3%	52.0%	62.1%	60.0%	64.3%	61.1%	-	83.3%	-	*	-	55.6%	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	81.7%	87.8%	86.7%	84.1%	90.9%	*	85.7%	*	57.1%	28.6%	77.3%	71.4%
	2018-19	75.0%	82.1%	92.4%	93.3%	89.5%	94.0%	*	100.0%	-	80.0%	43.5%	91.1%	*
At/Above Criterion for All Examinees	2019-20	35.7%	37.4%	44.0%	23.1%	43.3%	45.0%	*	83.3%	-	*	0.0%	29.3%	0.0%
	2018-19	36.1%	37.4%	37.5%	35.7%	32.4%	39.5%	-	40.0%	-	25.0%	0.0%	19.6%	*
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1024	1031	934	1009	1042	*	1230	-	*	828	970	804
	2018-19	1027	1028	1168	1072	1166	1169	-	*	-	*	-	1123	-
English Language Arts and Writing	2019-20	513	514	518	470	510	522	*	613	-	*	407	488	398
	2018-19	517	515	585	558	572	588	-	*	-	*	-	574	-
Mathematics	2019-20	506	510	513	464	499	520	*	617	-	*	422	483	406
	2018-19	510	513	583	514	594	581	-	*	-	*	-	549	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	21	23	17	22	24	-	*	-	-	*	20	-
	2018-19	21	21	21	20	20	21	-	23	-	19	15	18	*
English Language Arts	2019-20	20	21	22	18	21	23	-	*	-	-	*	20	-
	2018-19	20	21	20	20	19	20	-	22	-	19	14	18	*
Mathematics	2019-20	20	21	23	17	21	25	-	*	-	-	*	19	-
	2018-19	20	21	21	19	20	21	-	23	-	20	15	19	*
Science	2019-20	21	21	23	16	22	24	-	*	-	-	*	19	-
	2018-19	21	21	20	19	20	21	-	23	-	20	16	18	*

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	46.9%	43.8%	44.8%	41.4%	44.3%	33.3%	66.7%	*	35.7%	10.2%	32.6%	22.2%
	2018-19	44.6%	44.2%	39.5%	39.3%	38.8%	39.6%	40.0%	58.1%	*	28.6%	16.5%	27.4%	8.3%
English Language Arts	2019-20	18.2%	20.0%	11.6%	17.2%	10.2%	11.6%	0.0%	27.3%	*	10.0%	0.8%	5.7%	0.0%
	2018-19	17.8%	18.5%	9.8%	6.8%	12.2%	9.1%	0.0%	16.7%	*	7.1%	0.0%	7.2%	0.0%
Mathematics	2019-20	20.7%	20.8%	21.9%	14.8%	20.5%	22.6%	16.7%	33.3%	*	17.9%	2.4%	17.5%	11.8%
	2018-19	20.4%	19.8%	18.9%	17.2%	15.3%	20.2%	20.0%	30.0%	*	11.9%	3.6%	11.2%	4.8%
Science	2019-20	22.4%	20.7%	18.8%	20.3%	20.3%	18.0%	16.7%	25.0%	*	17.5%	7.6%	15.9%	8.6%
	2018-19	21.7%	20.0%	18.6%	16.9%	17.0%	19.0%	20.0%	31.0%	-	16.7%	13.6%	14.2%	4.5%
Social Studies	2019-20	24.6%	24.8%	30.1%	31.7%	27.2%	30.8%	16.7%	60.6%	*	19.0%	2.4%	18.2%	2.9%
	2018-19	23.6%	22.7%	25.1%	20.3%	25.6%	24.9%	*	45.2%	*	19.0%	1.0%	16.7%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	55.9%	61.1%	53.3%	54.2%	66.4%	*	14.3%	*	71.4%	47.6%	58.7%	28.6%
	2018-19	59.0%	53.8%	54.9%	33.3%	44.7%	60.1%	*	40.0%	-	50.0%	60.0%	58.6%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	53.6%	69.6%	66.7%	72.4%	68.5%	*	100.0%	-	70.0%	30.4%	53.6%	*
	2017-18	53.4%	54.7%	70.1%	64.3%	65.5%	71.5%	-	*	-	66.7%	26.7%	51.8%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	42.7%	12.8%	0.0%	15.0%	12.9%	-	*	-	20.0%	-	0.0%	-
	2017-18	60.7%	63.3%	79.5%	88.9%	69.8%	81.6%	-	*	-	*	*	59.0%	-

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	6,410	100.0%	5,359,040	100.0%	6,424	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	37	0.6%	13,855	0.3%	51	0.8%	20,991	0.4%
Pre-Kindergarten	162	2.5%	196,560	3.7%	162	2.5%	197,093	3.7%
Kindergarten	453	7.1%	360,865	6.7%	453	7.1%	361,349	6.7%
Grade 1	534	8.3%	380,973	7.1%	534	8.3%	381,403	7.1%
Grade 2	474	7.4%	379,725	7.1%	474	7.4%	380,122	7.1%
Grade 3	428	6.7%	380,802	7.1%	428	6.7%	381,135	7.1%
Grade 4	502	7.8%	385,090	7.2%	502	7.8%	385,364	7.2%
Grade 5	523	8.2%	395,436	7.4%	523	8.1%	395,649	7.4%
Grade 6	504	7.9%	414,197	7.7%	504	7.8%	414,357	7.7%
Grade 7	475	7.4%	421,222	7.9%	475	7.4%	421,347	7.8%
Grade 8	533	8.3%	422,386	7.9%	533	8.3%	422,505	7.9%
Grade 9	458	7.1%	436,396	8.1%	458	7.1%	436,523	8.1%
Grade 10	492	7.7%	420,502	7.8%	492	7.7%	420,705	7.8%
Grade 11	449	7.0%	388,143	7.2%	449	7.0%	388,443	7.2%
Grade 12	386	6.0%	362,888	6.8%	386	6.0%	364,600	6.8%
Ethnic Distribution:								
African American	228	3.6%	680,285	12.7%	228	3.5%	681,401	12.7%
Hispanic	1,692	26.4%	2,835,771	52.9%	1,693	26.4%	2,840,982	52.9%
White	4,180	65.2%	1,418,789	26.5%	4,192	65.3%	1,424,251	26.5%
American Indian	20	0.3%	18,712	0.3%	20	0.3%	18,755	0.3%
Asian	86	1.3%	253,856	4.7%	86	1.3%	254,163	4.7%
Pacific Islander	0	0.0%	8,259	0.2%	0	0.0%	8,271	0.2%
Two or More Races	204	3.2%	143,368	2.7%	205	3.2%	143,763	2.7%
Sex:								
Female	3,152	49.2%	2,620,239	48.9%	3,153	49.1%	2,624,722	48.9%
Male	3,258	50.8%	2,738,801	51.1%	3,271	50.9%	2,746,864	51.1%
Economically Disadvantaged	1,571	24.5%	3,229,178	60.3%	1,573	24.5%	3,233,417	60.2%
Non-Educationally Disadvantaged	4,839	75.5%	2,129,862	39.7%	4,851	75.5%	2,138,169	39.8%
Section 504 Students	406	6.3%	387,490	7.2%	406	6.3%	387,622	7.2%
EB Students/EL	240	3.7%	1,108,207	20.7%	240	3.7%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	72	1.1%	66,833	1.2%				
Students w/ Dyslexia	243	3.8%	241,070	4.5%	243	3.8%	241,197	4.5%
Foster Care	12	0.2%	17,033	0.3%	12	0.2%	17,090	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	15	0.2%	57,709	1.1%	15	0.2%	57,811	1.1%
Immigrant	22	0.3%	108,025	2.0%	22	0.3%	108,092	2.0%
Migrant	0	0.0%	16,657	0.3%	0	0.0%	16,733	0.3%
Title I	3,116	48.6%	3,457,855	64.5%	3,130	48.7%	3,464,887	64.5%
Military Connected	564	8.8%	144,596	2.7%	564	8.8%	144,683	2.7%
At-Risk	1,976	30.8%	2,634,284	49.2%	1,976	30.8%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	242	3.8%	1,123,936	21.0%	242	3.8%	1,124,413	20.9%
Gifted and Talented Education	453	7.1%	443,781	8.3%	453	7.1%	443,849	8.3%
Special Education	653	10.2%	595,885	11.1%	667	10.4%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	653		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	225	34.5%	253,352	42.5%				
Students with Physical Disabilities	163	25.0%	127,106	21.3%				
Students with Autism	115	17.6%	83,737	14.1%				
Students with Behavioral Disabilities	130	19.9%	122,624	20.6%				
Students with Non-Categorical Early Childhood	20	3.1%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	504	8.6%	726,083	13.8%				
By Ethnicity:								
African American	35	0.6%	148,832	2.8%				
Hispanic	144	2.5%	372,491	7.1%				
White	300	5.1%	160,748	3.1%				
American Indian	4	0.1%	2,944	0.1%				
Asian	6	0.1%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	15	0.3%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	85	13.9%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	23	11.3%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	228	15.7%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	455	10.2%	700,130	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.7%	1.4%	3.7%	4.8%
Grade 1	1.0%	1.9%	7.1%	3.2%
Grade 2	0.0%	1.0%	0.0%	1.4%
Grade 3	0.0%	0.5%	0.0%	0.6%
Grade 4	0.2%	0.3%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.2%	0.2%	0.0%	0.3%
Grade 7	0.0%	0.3%	0.0%	0.3%
Grade 8	0.8%	0.2%	0.0%	0.4%
Grade 9	1.1%	4.7%	0.0%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	1	0.0%	6,039	0.2%

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

Class Size Information	District	State
Elementary:		
Kindergarten	15.9	17.7
Grade 1	18.9	18.0
Grade 2	18.1	18.0
Grade 3	18.4	18.2
Grade 4	19.8	18.3
Grade 5	20.7	19.8
Grade 6	20.6	19.4
Secondary:		
English/Language Arts	19.4	15.7
Foreign Languages	20.5	17.8
Mathematics	19.4	16.9
Science	20.0	17.9
Social Studies	21.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	969.8	100.0%	745,316.3	100.0%
Professional Staff:	605.3	62.4%	479,219.1	64.3%
Teachers	477.2	49.2%	369,395.4	49.6%
Professional Support	93.1	9.6%	78,787.8	10.6%
Campus Administration (School Leadership)	23.0	2.4%	22,378.5	3.0%
Central Administration	12.0	1.2%	8,657.4	1.2%
Educational Aides:	114.7	11.8%	79,348.7	10.6%
Auxiliary Staff:	249.8	25.8%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	4.0	n/a	4,290.0	n/a
Part-time Librarians	2.0	n/a	582.0	n/a
Full-time Counselors	14.0	n/a	13,211.0	n/a
Part-time Counselors	1.0	n/a	1,126.0	n/a
Total Minority Staff:	197.4	20.4%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	10.0	2.1%	41,186.3	11.1%
Hispanic	32.0	6.7%	104,985.0	28.4%
White	430.2	90.2%	210,367.3	56.9%
American Indian	1.0	0.2%	1,261.0	0.3%
Asian	2.0	0.4%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	2.0	0.4%	4,320.9	1.2%
Teachers by Sex:				
Males	72.4	15.2%	88,006.1	23.8%
Females	404.8	84.8%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,422.7	1.2%
Bachelors	326.9	68.5%	269,818.0	73.0%
Masters	146.3	30.7%	92,432.5	25.0%
Doctorate	4.0	0.8%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	0.8%	24,880.4	6.7%
1-5 Years Experience	69.0	14.5%	102,753.7	27.8%
6-10 Years Experience	98.7	20.7%	74,854.8	20.3%
11-20 Years Experience	208.6	43.7%	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	88.6	18.6%	47,975.4	13.0%
Over 30 Years Experience	8.3	1.7%	11,278.0	3.1%
Number of Students per Teacher	13.4	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.8	6.4
Average Years Experience of Principals with District	7.1	5.5
Average Years Experience of Assistant Principals	7.0	5.5
Average Years Experience of Assistant Principals with District	4.6	4.8
Average Years Experience of Teachers:	14.2	11.2
Average Years Experience of Teachers with District:	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$62,625	\$50,849
1-5 Years Experience	\$63,747	\$53,288
6-10 Years Experience	\$70,324	\$56,282
11-20 Years Experience	\$76,678	\$59,900
21-30 Years Experience	\$81,608	\$64,637
Over 30 Years Experience	\$84,259	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$74,424	\$57,641
Professional Support	\$84,272	\$68,030
Campus Administration (School Leadership)	\$98,768	\$83,424
Central Administration	\$166,636	\$109,662
Instructional Staff Percent:	63.9%	64.6%
Turnover Rate for Teachers:	7.7%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.3	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL ISD (036902) - CHAMBERS COUNTY

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	7.8	1.6%	22,870.6	6.2%
Career and Technical Education	17.7	3.7%	18,987.7	5.1%
Compensatory Education	17.3	3.6%	10,226.9	2.8%
Gifted and Talented Education	5.5	1.2%	6,558.4	1.8%
Regular Education	372.6	78.1%	262,447.1	71.0%
Special Education	56.3	11.8%	34,862.5	9.4%
Other	0.0	0.0%	13,442.2	3.6%

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: BARBERS HILL ISD

Campus Name: BARBERS HILL PREKINDERGARTEN CENTE

Campus Number: 036902303

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2018-19 STAAR Performance (TAPR)
BARBERS HILL PREKINDERGARTEN CENTE (036902303) - BARBERS HILL ISD - CHAMBERS COUNTY

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

Texas Education Agency
2020-21 Progress (TAPR)
BARBERS HILL PREKINDERGARTEN CENTE (036902303) - BARBERS HILL ISD - CHAMBERS COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BARBERS HILL PREKINDERGARTEN CENTE (036902303) - BARBERS HILL ISD - CHAMBERS COUNTY

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BARBERS HILL PREKINDERGARTEN CENTE (036902303) - BARBERS HILL ISD - CHAMBERS COUNTY

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

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL PREKINDERGARTEN CENTE (036902303) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BARBERS HILL PREKINDERGARTEN CENTE (036902303) - BARBERS HILL ISD - CHAMBERS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	370	360,220
By Ethnicity:				
African American	-	-	15	44,729
Hispanic	-	-	107	184,060
White	-	-	232	105,215
American Indian	-	-	1	1,226
Asian	-	-	7	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	17	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	352	292,532
Special Education Graduates	-	-	21	29,018
Economically Disadvantaged Graduates	-	-	75	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	7	29,639
At-Risk Graduates	-	-	101	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BARBERS HILL PREKINDERGARTEN CENTE (036902303) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BARBERS HILL PREKINDERGARTEN CENTE (036902303) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BARBERS HILL PREKINDERGARTEN CENTE (036902303) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL PREKINDERGARTEN CENTE (036902303) - BARBERS HILL ISD - CHAMBERS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	199	100.0%	6,410	5,359,040	213	100.0%	6,424	5,371,586
Students by Grade:								
Early Childhood Education	37	18.6%	0.6%	0.3%	51	23.9%	0.8%	0.4%
Pre-Kindergarten	162	81.4%	2.5%	3.7%	162	76.1%	2.5%	3.7%
Kindergarten	0	0.0%	7.1%	6.7%	0	0.0%	7.1%	6.7%
Grade 1	0	0.0%	8.3%	7.1%	0	0.0%	8.3%	7.1%
Grade 2	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 5	0	0.0%	8.2%	7.4%	0	0.0%	8.1%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.8%
Grade 8	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 9	0	0.0%	7.1%	8.1%	0	0.0%	7.1%	8.1%
Grade 10	0	0.0%	7.7%	7.8%	0	0.0%	7.7%	7.8%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.0%	6.8%	0	0.0%	6.0%	6.8%
Ethnic Distribution:								
African American	9	4.5%	3.6%	12.7%	9	4.2%	3.5%	12.7%
Hispanic	62	31.2%	26.4%	52.9%	63	29.6%	26.4%	52.9%
White	116	58.3%	65.2%	26.5%	128	60.1%	65.3%	26.5%
American Indian	1	0.5%	0.3%	0.3%	1	0.5%	0.3%	0.3%
Asian	3	1.5%	1.3%	4.7%	3	1.4%	1.3%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	8	4.0%	3.2%	2.7%	9	4.2%	3.2%	2.7%
Sex:								
Female	90	45.2%	49.2%	48.9%	91	42.7%	49.1%	48.9%
Male	109	54.8%	50.8%	51.1%	122	57.3%	50.9%	51.1%
Economically Disadvantaged	86	43.2%	24.5%	60.3%	88	41.3%	24.5%	60.2%
Non-Educationally Disadvantaged	113	56.8%	75.5%	39.7%	125	58.7%	75.5%	39.8%
Section 504 Students	1	0.5%	6.3%	7.2%	1	0.5%	6.3%	7.2%
EB Students/EL	21	10.6%	3.7%	20.7%	21	9.9%	3.7%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.1%	1.2%				
Students w/ Dyslexia	0	0.0%	3.8%	4.5%	0	0.0%	3.8%	4.5%
Foster Care	2	1.0%	0.2%	0.3%	2	0.9%	0.2%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL PREKINDERGARTEN CENTE (036902303) - BARBERS HILL ISD - CHAMBERS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	2	1.0%	0.2%	1.1%	2	0.9%	0.2%	1.1%
Immigrant	0	0.0%	0.3%	2.0%	0	0.0%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	199	100.0%	48.6%	64.5%	213	100.0%	48.7%	64.5%
Military Connected	7	3.5%	8.8%	2.7%	7	3.3%	8.8%	2.7%
At-Risk	42	21.1%	30.8%	49.2%	42	19.7%	30.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	21	10.6%	3.8%	21.0%	21	9.9%	3.8%	20.9%
Gifted and Talented Education	0	0.0%	7.1%	8.3%	0	0.0%	7.1%	8.3%
Special Education	44	22.1%	10.2%	11.1%	58	27.2%	10.4%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	44							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	34.5%	42.5%				
Students with Physical Disabilities	9	20.5%	25.0%	21.3%				
Students with Autism	13	29.5%	17.6%	14.1%				
Students with Behavioral Disabilities	*	*	19.9%	20.6%				
Students with Non-Categorical Early Childhood	17	38.6%	3.1%	1.5%				
Mobility (2019-20):								
Total Mobile Students	0	0.0%	8.6%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.6%	2.8%				
Hispanic	0	0.0%	2.5%	7.1%				
White	0	0.0%	5.1%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	13.9%	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	11.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	0	0.0%	15.7%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	-	-	10.2%	16.6%				

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

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL PREKINDERGARTEN CENTE (036902303) - BARBERS HILL ISD - CHAMBERS COUNTY

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.9	17.7
Grade 1	-	18.9	18.0
Grade 2	-	18.1	18.0
Grade 3	-	18.4	18.2
Grade 4	-	19.8	18.3
Grade 5	-	20.7	19.8
Grade 6	-	20.6	19.4
Secondary:			
English/Language Arts	-	19.4	15.7
Foreign Languages	-	20.5	17.8
Mathematics	-	19.4	16.9
Science	-	20.0	17.9
Social Studies	-	21.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL PREKINDERGARTEN CENTE (036902303) - BARBERS HILL ISD - CHAMBERS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	46.0	100.0%	100.0%	100.0%
Professional Staff:	23.0	50.1%	62.4%	64.3%
Teachers	19.5	42.3%	49.2%	49.6%
Professional Support	1.6	3.4%	9.6%	10.6%
Campus Administration (School Leadership)	2.0	4.3%	2.4%	3.0%
Educational Aides:	23.0	49.9%	11.8%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	0.0	n/a	14.0	13,211.0
Part-time Counselors	0.0	n/a	1.0	1,126.0
Total Minority Staff:	9.0	19.5%	20.4%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	2.1%	11.1%
Hispanic	2.0	10.3%	6.7%	28.4%
White	16.5	84.6%	90.2%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.4%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	5.1%	0.4%	1.2%
Teachers by Sex:				
Males	1.0	5.1%	15.2%	23.8%
Females	18.5	94.9%	84.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	17.0	87.3%	68.5%	73.0%
Masters	2.5	12.7%	30.7%	25.0%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.8%	6.7%
1-5 Years Experience	3.0	15.4%	14.5%	27.8%
6-10 Years Experience	6.0	30.8%	20.7%	20.3%
11-20 Years Experience	10.3	52.8%	43.7%	29.1%
21-30 Years Experience	?	1.0%	18.6%	13.0%
Over 30 Years Experience	0.0	0.0%	1.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL PREKINDERGARTEN CENTE (036902303) - BARBERS HILL ISD - CHAMBERS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	10.2	n/a	13.4	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	15.0	7.8	6.4
Average Years Experience of Principals with District	15.0	7.1	5.5
Average Years Experience of Assistant Principals	5.0	7.0	5.5
Average Years Experience of Assistant Principals with District	5.0	4.6	4.8
Average Years Experience of Teachers:	12.0	14.2	11.2
Average Years Experience of Teachers with District:	6.0	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$62,625	\$50,849
1-5 Years Experience	\$65,400	\$63,747	\$53,288
6-10 Years Experience	\$69,449	\$70,324	\$56,282
11-20 Years Experience	\$75,590	\$76,678	\$59,900
21-30 Years Experience	?	\$81,608	\$64,637
Over 30 Years Experience	-	\$84,259	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$72,160	\$74,424	\$57,641
Professional Support	\$75,739	\$84,272	\$68,030
Campus Administration (School Leadership)	\$108,502	\$98,768	\$83,424
Instructional Staff Percent:	n/a	63.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.1	0.3	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	5.1%	1.6%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.1%
Compensatory Education	7.2	36.9%	3.6%	2.8%
Gifted and Talented Education	0.0	0.0%	1.2%	1.8%
Regular Education	5.0	25.7%	78.1%	71.0%
Special Education	6.3	32.2%	11.8%	9.4%
Other	0.0	0.0%	0.0%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL PREKINDERGARTEN CENTE (036902303) - BARBERS HILL ISD - CHAMBERS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: BARBERS HILL ISD

Campus Name: EARLY CHILDHOOD CENTER

Campus Number: 036902302

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2018-19 STAAR Performance (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

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

Texas Education Agency
2020-21 Progress (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

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

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	99.1%	98.9%	98.8%	98.7%	99.0%	*	*	-	99.3%	99.0%	98.0%	98.3%
2018-19	95.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Chronic Absenteeism													
2019-20	6.7%	3.2%	2.8%	5.3%	3.4%	2.6%	*	*	-	0.0%	4.5%	8.7%	4.0%
2018-19	11.4%	5.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	98.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	370	360,220
By Ethnicity:				
African American	-	-	15	44,729
Hispanic	-	-	107	184,060
White	-	-	232	105,215
American Indian	-	-	1	1,226
Asian	-	-	7	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	17	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	352	292,532
Special Education Graduates	-	-	21	29,018
Economically Disadvantaged Graduates	-	-	75	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	7	29,639
At-Risk Graduates	-	-	101	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	987	100.0%	6,410	5,359,040	987	100.0%	6,424	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.6%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.5%	3.7%
Kindergarten	453	45.9%	7.1%	6.7%	453	45.9%	7.1%	6.7%
Grade 1	534	54.1%	8.3%	7.1%	534	54.1%	8.3%	7.1%
Grade 2	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 5	0	0.0%	8.2%	7.4%	0	0.0%	8.1%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.8%
Grade 8	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 9	0	0.0%	7.1%	8.1%	0	0.0%	7.1%	8.1%
Grade 10	0	0.0%	7.7%	7.8%	0	0.0%	7.7%	7.8%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.0%	6.8%	0	0.0%	6.0%	6.8%
Ethnic Distribution:								
African American	44	4.5%	3.6%	12.7%	44	4.5%	3.5%	12.7%
Hispanic	266	27.0%	26.4%	52.9%	266	27.0%	26.4%	52.9%
White	620	62.8%	65.2%	26.5%	620	62.8%	65.3%	26.5%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	16	1.6%	1.3%	4.7%	16	1.6%	1.3%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	41	4.2%	3.2%	2.7%	41	4.2%	3.2%	2.7%
Sex:								
Female	488	49.4%	49.2%	48.9%	488	49.4%	49.1%	48.9%
Male	499	50.6%	50.8%	51.1%	499	50.6%	50.9%	51.1%
Economically Disadvantaged	272	27.6%	24.5%	60.3%	272	27.6%	24.5%	60.2%
Non-Educationally Disadvantaged	715	72.4%	75.5%	39.7%	715	72.4%	75.5%	39.8%
Section 504 Students	10	1.0%	6.3%	7.2%	10	1.0%	6.3%	7.2%
EB Students/EL	45	4.6%	3.7%	20.7%	45	4.6%	3.7%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.1%	1.2%				
Students w/ Dyslexia	1	0.1%	3.8%	4.5%	1	0.1%	3.8%	4.5%
Foster Care	4	0.4%	0.2%	0.3%	4	0.4%	0.2%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	6	0.6%	0.2%	1.1%	6	0.6%	0.2%	1.1%
Immigrant	5	0.5%	0.3%	2.0%	5	0.5%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	987	100.0%	48.6%	64.5%	987	100.0%	48.7%	64.5%
Military Connected	69	7.0%	8.8%	2.7%	69	7.0%	8.8%	2.7%
At-Risk	546	55.3%	30.8%	49.2%	546	55.3%	30.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	48	4.9%	3.8%	21.0%	48	4.9%	3.8%	20.9%
Gifted and Talented Education	6	0.6%	7.1%	8.3%	6	0.6%	7.1%	8.3%
Special Education	98	9.9%	10.2%	11.1%	98	9.9%	10.4%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	98							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	34.5%	42.5%				
Students with Physical Disabilities	61	62.2%	25.0%	21.3%				
Students with Autism	17	17.3%	17.6%	14.1%				
Students with Behavioral Disabilities	10	10.2%	19.9%	20.6%				
Students with Non-Categorical Early Childhood	*	*	3.1%	1.5%				
Mobility (2019-20):								
Total Mobile Students	46	9.3%	8.6%	13.8%				
By Ethnicity:								
African American	2	0.4%	0.6%	2.8%				
Hispanic	13	2.6%	2.5%	7.1%				
White	29	5.9%	5.1%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	1	0.2%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	3	6.8%	13.9%	16.5%				
Count and Percent of EB Students/EL who are Mobile	4	16.0%	11.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	26	17.8%	15.7%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	73	10.4%	10.2%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.7%	0.7%	1.4%	3.7%	3.7%	4.8%
Grade 1	1.0%	1.0%	1.9%	7.1%	7.1%	3.2%
Grade 2	-	0.0%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	0.0%	0.6%
Grade 4	-	0.2%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.2%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.8%	0.2%	-	0.0%	0.4%
Grade 9	-	1.1%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.9	15.9	17.7
Grade 1	18.9	18.9	18.0
Grade 2	-	18.1	18.0
Grade 3	-	18.4	18.2
Grade 4	-	19.8	18.3
Grade 5	-	20.7	19.8
Grade 6	-	20.6	19.4
Secondary:			
English/Language Arts	-	19.4	15.7
Foreign Languages	-	20.5	17.8
Mathematics	-	19.4	16.9
Science	-	20.0	17.9
Social Studies	-	21.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	110.5	100.0%	100.0%	100.0%
Professional Staff:	86.5	78.3%	62.4%	64.3%
Teachers	74.4	67.4%	49.2%	49.6%
Professional Support	9.1	8.2%	9.6%	10.6%
Campus Administration (School Leadership)	3.0	2.7%	2.4%	3.0%
Educational Aides:	24.0	21.7%	11.8%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	2.0	n/a	14.0	13,211.0
Part-time Counselors	1.0	n/a	1.0	1,126.0
Total Minority Staff:	18.0	16.3%	20.4%	51.5%
Teachers by Ethnicity:				
African American	2.0	2.7%	2.1%	11.1%
Hispanic	6.0	8.1%	6.7%	28.4%
White	66.4	89.2%	90.2%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.4%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	0.3	0.4%	15.2%	23.8%
Females	74.1	99.6%	84.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	62.9	84.6%	68.5%	73.0%
Masters	11.5	15.4%	30.7%	25.0%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	4.0%	0.8%	6.7%
1-5 Years Experience	24.0	32.3%	14.5%	27.8%
6-10 Years Experience	15.3	20.6%	20.7%	20.3%
11-20 Years Experience	25.0	33.7%	43.7%	29.1%
21-30 Years Experience	6.0	8.1%	18.6%	13.0%
Over 30 Years Experience	1.0	1.3%	1.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.3	n/a	13.4	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	7.8	6.4
Average Years Experience of Principals with District	7.0	7.1	5.5
Average Years Experience of Assistant Principals	8.5	7.0	5.5
Average Years Experience of Assistant Principals with District	4.0	4.6	4.8
Average Years Experience of Teachers:	10.4	14.2	11.2
Average Years Experience of Teachers with District:	4.2	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$62,833	\$62,625	\$50,849
1-5 Years Experience	\$63,500	\$63,747	\$53,288
6-10 Years Experience	\$69,824	\$70,324	\$56,282
11-20 Years Experience	\$76,088	\$76,678	\$59,900
21-30 Years Experience	\$78,323	\$81,608	\$64,637
Over 30 Years Experience	\$84,889	\$84,259	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$70,501	\$74,424	\$57,641
Professional Support	\$79,614	\$84,272	\$68,030
Campus Administration (School Leadership)	\$93,613	\$98,768	\$83,424
Instructional Staff Percent:	n/a	63.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.3	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.3%	1.6%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.1%
Compensatory Education	2.0	2.6%	3.6%	2.8%
Gifted and Talented Education	0.0	0.0%	1.2%	1.8%
Regular Education	60.4	81.2%	78.1%	71.0%
Special Education	11.0	14.8%	11.8%	9.4%
Other	0.0	0.0%	0.0%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
EARLY CHILDHOOD CENTER (036902302) - BARBERS HILL ISD - CHAMBERS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: BARBERS HILL ISD

Campus Name: BARBERS HILL EL NORTH

Campus Number: 036902104

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	92%	95%	86%	92%	95%	*	100%	-	100%	75%	89%	94%	96%	92%	*
	2019	76%	93%	93%	*	94%	93%	*	*	-	100%	63%	100%	97%	80%	88%	89%
At Meets Grade Level or Above	2021	39%	69%	75%	86%	69%	73%	*	100%	-	100%	57%	67%	74%	76%	67%	*
	2019	45%	68%	71%	*	60%	74%	*	*	-	78%	37%	60%	75%	56%	60%	56%
At Masters Grade Level	2021	19%	42%	47%	71%	36%	46%	*	60%	-	90%	18%	44%	46%	51%	33%	*
	2019	27%	47%	48%	*	34%	52%	*	*	-	56%	26%	20%	51%	38%	35%	44%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	92%	95%	86%	92%	96%	*	100%	-	90%	75%	89%	96%	91%	90%	*
	2019	79%	93%	91%	*	90%	91%	*	*	-	100%	58%	100%	92%	88%	81%	67%
At Meets Grade Level or Above	2021	31%	63%	69%	57%	64%	69%	*	100%	-	80%	46%	56%	71%	65%	55%	*
	2019	49%	74%	73%	*	58%	76%	*	*	-	78%	37%	20%	77%	58%	63%	67%
At Masters Grade Level	2021	14%	38%	40%	29%	31%	41%	*	80%	-	60%	25%	56%	39%	44%	27%	*
	2019	25%	43%	46%	*	38%	48%	*	*	-	56%	26%	20%	48%	40%	37%	67%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	85%	89%	57%	90%	90%	*	*	-	92%	75%	86%	90%	86%	78%	*
	2019	75%	93%	91%	*	89%	91%	*	*	-	-	67%	67%	91%	90%	82%	*
At Meets Grade Level or Above	2021	36%	58%	64%	43%	57%	70%	*	*	-	42%	63%	29%	67%	58%	48%	*
	2019	44%	68%	68%	*	59%	70%	*	*	-	-	38%	33%	67%	69%	36%	*
At Masters Grade Level	2021	17%	29%	28%	0%	31%	30%	*	*	-	17%	18%	29%	32%	20%	16%	*
	2019	22%	42%	44%	*	30%	47%	*	*	-	-	33%	17%	41%	49%	26%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	90%	91%	57%	86%	94%	*	*	-	100%	75%	100%	94%	83%	79%	*
	2019	75%	96%	97%	*	97%	97%	*	*	-	-	76%	100%	98%	94%	95%	*
At Meets Grade Level or Above	2021	36%	72%	77%	43%	71%	80%	*	*	-	75%	60%	57%	79%	72%	53%	*
	2019	48%	78%	78%	*	81%	77%	*	*	-	-	57%	33%	79%	76%	59%	*
At Masters Grade Level	2021	21%	52%	54%	43%	51%	56%	*	*	-	50%	35%	29%	56%	48%	31%	*
	2019	28%	53%	55%	*	57%	54%	*	*	-	-	33%	0%	53%	57%	28%	*
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	74%	79%	43%	76%	82%	*	*	-	83%	50%	86%	82%	72%	64%	*
	2019	67%	86%	86%	*	86%	87%	*	*	-	-	62%	50%	87%	85%	72%	*
At Meets Grade Level or Above	2021	27%	46%	51%	29%	51%	51%	*	*	-	58%	38%	29%	52%	48%	43%	*
	2019	35%	52%	50%	*	41%	53%	*	*	-	-	19%	33%	47%	54%	23%	*
At Masters Grade Level	2021	8%	15%	17%	14%	20%	16%	*	*	-	8%	13%	14%	20%	11%	12%	*
	2019	11%	18%	20%	*	24%	19%	*	*	-	-	14%	0%	17%	25%	5%	*
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	93%	94%	86%	94%	93%	*	100%	-	100%	54%	*	97%	85%	89%	100%
	2019	86%	96%	95%	100%	92%	96%	*	*	-	89%	75%	*	97%	93%	93%	100%
At Meets Grade Level or Above	2021	46%	71%	72%	29%	69%	73%	*	100%	-	100%	39%	*	75%	65%	43%	63%
	2019	54%	71%	69%	40%	56%	75%	*	*	-	56%	40%	*	70%	67%	53%	40%
At Masters Grade Level	2021	30%	54%	57%	14%	46%	59%	*	100%	-	100%	25%	*	60%	50%	30%	50%
	2019	29%	45%	43%	10%	25%	49%	*	*	-	33%	30%	*	43%	43%	26%	40%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	96%	97%	100%	100%	95%	*	100%	-	100%	75%	*	99%	91%	96%	100%
	2019	90%	99%	99%	100%	100%	99%	*	*	-	100%	95%	*	100%	99%	100%	100%
At Meets Grade Level or Above	2021	44%	83%	86%	71%	85%	86%	*	100%	-	100%	50%	*	90%	77%	72%	75%
	2019	58%	82%	79%	60%	81%	82%	*	*	-	56%	45%	*	81%	76%	72%	60%
At Masters Grade Level	2021	25%	60%	64%	43%	52%	66%	*	100%	-	70%	21%	*	63%	65%	45%	75%
	2019	36%	58%	57%	40%	50%	61%	*	*	-	33%	20%	*	56%	57%	44%	40%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	90%	88%	57%	77%	92%	*	100%	-	100%	46%	*	93%	77%	71%	86%
	2019	75%	93%	92%	100%	89%	91%	*	*	-	89%	60%	*	96%	85%	86%	80%
At Meets Grade Level or Above	2021	31%	67%	68%	29%	51%	72%	*	100%	-	100%	36%	*	71%	59%	42%	71%
	2019	49%	80%	76%	50%	67%	82%	*	*	-	44%	45%	*	76%	75%	58%	80%
At Masters Grade Level	2021	13%	40%	42%	14%	36%	43%	*	60%	-	60%	18%	*	43%	39%	21%	57%
	2019	24%	50%	49%	30%	31%	58%	*	*	-	22%	30%	*	47%	54%	35%	20%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	89%	91%	71%	88%	92%	79%	97%	-	95%	66%	90%	93%	85%	82%	91%
	2019	78%	92%	93%	96%	92%	93%	82%	100%	-	96%	70%	88%	95%	90%	87%	86%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	68%	70%	48%	65%	72%	57%	94%	-	80%	49%	50%	72%	65%	53%	71%
	2019	50%	73%	70%	55%	62%	73%	47%	96%	-	62%	40%	40%	72%	67%	54%	64%
At Masters Grade Level	2021	18%	39%	44%	29%	38%	45%	43%	74%	-	55%	22%	36%	45%	40%	27%	59%
	2019	24%	42%	45%	32%	36%	48%	29%	83%	-	40%	27%	13%	45%	46%	30%	50%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	88%	92%	76%	92%	93%	80%	100%	-	97%	69%	88%	94%	89%	86%	92%
	2019	75%	89%	93%	94%	92%	93%	86%	100%	-	94%	68%	87%	95%	89%	88%	93%
At Meets Grade Level or Above	2021	45%	67%	70%	52%	65%	72%	40%	92%	-	78%	54%	53%	72%	66%	53%	69%
	2019	48%	68%	69%	47%	58%	73%	43%	100%	-	67%	38%	47%	71%	65%	51%	53%
At Masters Grade Level	2021	18%	34%	44%	29%	38%	45%	20%	75%	-	66%	20%	41%	46%	39%	26%	46%
	2019	21%	35%	45%	24%	30%	49%	29%	89%	-	44%	30%	13%	46%	44%	29%	47%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	93%	94%	81%	93%	95%	80%	100%	-	97%	75%	94%	96%	88%	88%	100%
	2019	82%	96%	96%	100%	95%	96%	86%	100%	-	100%	77%	100%	96%	94%	91%	80%
At Meets Grade Level or Above	2021	37%	73%	78%	57%	75%	79%	80%	100%	-	84%	53%	53%	80%	72%	60%	77%
	2019	52%	78%	76%	71%	72%	78%	57%	100%	-	67%	47%	40%	79%	72%	65%	67%
At Masters Grade Level	2021	18%	45%	53%	38%	46%	55%	60%	83%	-	59%	28%	41%	53%	53%	34%	77%
	2019	26%	48%	52%	41%	47%	54%	29%	100%	-	44%	27%	20%	52%	53%	37%	60%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	77%	79%	43%	76%	82%	*	*	-	83%	50%	86%	82%	72%	64%	*
	2019	68%	86%	86%	*	86%	87%	*	*	-	-	62%	50%	87%	85%	72%	*
At Meets Grade Level or Above	2021	30%	49%	51%	29%	51%	51%	*	*	-	58%	38%	29%	52%	48%	43%	*
	2019	38%	56%	50%	*	41%	53%	*	*	-	-	19%	33%	47%	54%	23%	*
At Masters Grade Level	2021	9%	18%	17%	14%	20%	16%	*	*	-	8%	13%	14%	20%	11%	12%	*
	2019	14%	24%	20%	*	24%	19%	*	*	-	-	14%	0%	17%	25%	5%	*
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	90%	88%	57%	77%	92%	*	100%	-	100%	46%	*	93%	77%	71%	86%
	2019	81%	96%	92%	100%	89%	91%	*	*	-	89%	60%	*	96%	85%	86%	80%
At Meets Grade Level or Above	2021	44%	73%	68%	29%	51%	72%	*	100%	-	100%	36%	*	71%	59%	42%	71%
	2019	54%	84%	76%	50%	67%	82%	*	*	-	44%	45%	*	76%	75%	58%	80%
At Masters Grade Level	2021	20%	42%	42%	14%	36%	43%	*	60%	-	60%	18%	*	43%	39%	21%	57%
	2019	25%	51%	49%	30%	31%	58%	*	*	-	22%	30%	*	47%	54%	35%	20%

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

Texas Education Agency
2018-19 Progress (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	67	*	59	67	-	*	-	-	70	33	65	70	67	*
	2018	63	66	70	44	62	74	*	*	-	40	78	*	70	69	71	*
Grade 4 Mathematics	2019	65	78	78	*	80	77	-	*	-	-	80	50	77	80	72	*
	2018	65	77	74	82	74	73	*	*	-	80	82	*	75	74	82	*
Grade 5 ELA/Reading	2019	81	84	82	85	75	84	*	*	-	81	87	*	79	86	84	100
	2018	80	82	78	86	80	76	-	*	-	92	68	94	81	74	78	69
Grade 5 Mathematics	2019	83	87	88	80	96	87	*	*	-	81	89	*	86	92	90	80
	2018	81	86	86	71	82	88	-	*	-	83	89	88	84	89	83	81
All Grades Both Subjects	2019	69	76	79	85	77	78	*	100	-	81	81	58	77	82	79	92
	2018	69	76	77	71	76	78	*	90	-	75	79	93	78	77	79	73
All Grades ELA/Reading	2019	68	72	74	88	67	75	*	100	-	81	78	50	72	78	76	100
	2018	69	72	74	63	74	75	*	100	-	68	71	95	76	72	75	68
All Grades Mathematics	2019	70	81	83	81	88	82	*	100	-	81	85	65	81	86	82	83
	2018	70	80	81	78	79	81	*	80	-	82	86	90	80	82	83	77

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	89%	91%	-	-	-	-	-	-	77%	-	77%	-	-	91%	77%	100%
	2019	78%	92%	93%	-	-	-	-	-	-	64%	-	64%	-	100%	-	75%	-
At Meets Grade Level or Above	2021	41%	68%	70%	-	-	-	-	-	-	46%	-	46%	-	-	70%	46%	86%
	2019	50%	73%	70%	-	-	-	-	-	-	18%	-	18%	-	80%	-	38%	-
At Masters Grade Level	2021	18%	39%	44%	-	-	-	-	-	-	38%	-	38%	-	-	43%	38%	71%
	2019	24%	42%	45%	-	-	-	-	-	-	18%	-	18%	-	40%	-	25%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	88%	92%	-	-	-	-	-	-	80%	-	80%	-	-	92%	80%	100%
	2019	75%	89%	93%	-	-	-	-	-	-	80%	-	80%	-	*	-	86%	-
At Meets Grade Level or Above	2021	45%	67%	70%	-	-	-	-	-	-	40%	-	40%	-	-	70%	40%	88%
	2019	48%	68%	69%	-	-	-	-	-	-	0%	-	0%	-	*	-	14%	-
At Masters Grade Level	2021	18%	34%	44%	-	-	-	-	-	-	20%	-	20%	-	-	44%	20%	63%
	2019	21%	35%	45%	-	-	-	-	-	-	0%	-	0%	-	*	-	14%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	93%	94%	-	-	-	-	-	-	100%	-	100%	-	-	94%	100%	100%
	2019	82%	96%	96%	-	-	-	-	-	-	60%	-	60%	-	*	-	71%	-
At Meets Grade Level or Above	2021	37%	73%	78%	-	-	-	-	-	-	60%	-	60%	-	-	78%	60%	88%
	2019	52%	78%	76%	-	-	-	-	-	-	40%	-	40%	-	*	-	57%	-
At Masters Grade Level	2021	18%	45%	53%	-	-	-	-	-	-	60%	-	60%	-	-	53%	60%	88%
	2019	26%	48%	52%	-	-	-	-	-	-	40%	-	40%	-	*	-	43%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	77%	79%	-	-	-	-	-	-	*	-	*	-	-	79%	*	-
	2019	68%	86%	86%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	30%	49%	51%	-	-	-	-	-	-	*	-	*	-	-	51%	*	-
	2019	38%	56%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	9%	18%	17%	-	-	-	-	-	-	*	-	*	-	-	17%	*	-
	2019	14%	24%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	90%	88%	-	-	-	-	-	-	*	-	*	-	-	88%	*	100%
	2019	81%	96%	92%	-	-	-	-	-	-	*	-	*	-	*	-	*	-
At Meets Grade Level or Above	2021	44%	73%	68%	-	-	-	-	-	-	*	-	*	-	-	68%	*	80%
	2019	54%	84%	76%	-	-	-	-	-	-	*	-	*	-	*	-	*	-
At Masters Grade Level	2021	20%	42%	42%	-	-	-	-	-	-	*	-	*	-	-	41%	*	60%
	2019	25%	51%	49%	-	-	-	-	-	-	*	-	*	-	*	-	*	-

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	99%	95%	100%	99%	100%	100%	-	100%	98%	100%	99%	99%	98%	97%
Included in Accountability	83%	96%	95%	90%	94%	95%	100%	91%	-	95%	97%	100%	96%	91%	93%	89%
Not Included in Accountability: Mobile	3%	4%	5%	5%	5%	4%	0%	9%	-	5%	0%	0%	3%	9%	4%	8%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%
Not Tested	12%	1%	1%	5%	0%	1%	0%	0%	-	0%	2%	0%	1%	1%	2%	3%
Absent	2%	0%	0%	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	1%	0%
Other	10%	0%	1%	5%	0%	0%	0%	0%	-	0%	1%	0%	1%	1%	2%	3%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	99%	100%	98%	100%	100%	100%	-	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	94%	95%	95%	85%	92%	96%	100%	89%	-	92%	87%	100%	97%	91%	93%	88%
Not Included in Accountability: Mobile	4%	4%	4%	15%	6%	3%	0%	11%	-	4%	11%	0%	2%	8%	7%	7%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	4%	2%	0%	0%	1%	0%	5%
Not Tested	1%	0%	1%	0%	2%	0%	0%	0%	-	0%	0%	0%	1%	0%	1%	0%
Absent	1%	0%	1%	0%	2%	0%	0%	0%	-	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	99.1%	99.2%	99.3%	99.0%	99.2%	*	99.5%	-	99.3%	98.7%	98.5%	99.0%
2018-19	95.4%	96.4%	96.5%	97.6%	96.1%	96.5%	96.4%	98.1%	-	96.8%	95.5%	95.4%	96.4%
Chronic Absenteeism													
2019-20	6.7%	3.2%	2.2%	6.3%	3.0%	1.7%	0.0%	0.0%	-	5.0%	3.0%	5.5%	0.0%
2018-19	11.4%	5.5%	3.4%	3.6%	6.2%	2.7%	0.0%	0.0%	-	3.2%	8.1%	9.0%	0.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	98.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	370	360,220
By Ethnicity:				
African American	-	-	15	44,729
Hispanic	-	-	107	184,060
White	-	-	232	105,215
American Indian	-	-	1	1,226
Asian	-	-	7	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	17	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	352	292,532
Special Education Graduates	-	-	21	29,018
Economically Disadvantaged Graduates	-	-	75	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	7	29,639
At-Risk Graduates	-	-	101	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	921	100.0%	6,410	5,359,040	921	100.0%	6,424	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.6%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.5%	3.7%
Kindergarten	0	0.0%	7.1%	6.7%	0	0.0%	7.1%	6.7%
Grade 1	0	0.0%	8.3%	7.1%	0	0.0%	8.3%	7.1%
Grade 2	215	23.3%	7.4%	7.1%	215	23.3%	7.4%	7.1%
Grade 3	214	23.2%	6.7%	7.1%	214	23.2%	6.7%	7.1%
Grade 4	241	26.2%	7.8%	7.2%	241	26.2%	7.8%	7.2%
Grade 5	251	27.3%	8.2%	7.4%	251	27.3%	8.1%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.8%
Grade 8	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 9	0	0.0%	7.1%	8.1%	0	0.0%	7.1%	8.1%
Grade 10	0	0.0%	7.7%	7.8%	0	0.0%	7.7%	7.8%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.0%	6.8%	0	0.0%	6.0%	6.8%
Ethnic Distribution:								
African American	34	3.7%	3.6%	12.7%	34	3.7%	3.5%	12.7%
Hispanic	200	21.7%	26.4%	52.9%	200	21.7%	26.4%	52.9%
White	623	67.6%	65.2%	26.5%	623	67.6%	65.3%	26.5%
American Indian	5	0.5%	0.3%	0.3%	5	0.5%	0.3%	0.3%
Asian	15	1.6%	1.3%	4.7%	15	1.6%	1.3%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	44	4.8%	3.2%	2.7%	44	4.8%	3.2%	2.7%
Sex:								
Female	478	51.9%	49.2%	48.9%	478	51.9%	49.1%	48.9%
Male	443	48.1%	50.8%	51.1%	443	48.1%	50.9%	51.1%
Economically Disadvantaged	234	25.4%	24.5%	60.3%	234	25.4%	24.5%	60.2%
Non-Educationally Disadvantaged	687	74.6%	75.5%	39.7%	687	74.6%	75.5%	39.8%
Section 504 Students	45	4.9%	6.3%	7.2%	45	4.9%	6.3%	7.2%
EB Students/EL	9	1.0%	3.7%	20.7%	9	1.0%	3.7%	20.6%
Students w/ Disciplinary Placements (2019-20)	2	0.2%	1.1%	1.2%				
Students w/ Dyslexia	36	3.9%	3.8%	4.5%	36	3.9%	3.8%	4.5%
Foster Care	3	0.3%	0.2%	0.3%	3	0.3%	0.2%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	2	0.2%	0.2%	1.1%	2	0.2%	0.2%	1.1%
Immigrant	2	0.2%	0.3%	2.0%	2	0.2%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	921	100.0%	48.6%	64.5%	921	100.0%	48.7%	64.5%
Military Connected	87	9.4%	8.8%	2.7%	87	9.4%	8.8%	2.7%
At-Risk	268	29.1%	30.8%	49.2%	268	29.1%	30.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	8	0.9%	3.8%	21.0%	8	0.9%	3.8%	20.9%
Gifted and Talented Education	71	7.7%	7.1%	8.3%	71	7.7%	7.1%	8.3%
Special Education	117	12.7%	10.2%	11.1%	117	12.7%	10.4%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	117							
By Type of Primary Disability								
Students with Intellectual Disabilities	42	35.9%	34.5%	42.5%				
Students with Physical Disabilities	36	30.8%	25.0%	21.3%				
Students with Autism	21	17.9%	17.6%	14.1%				
Students with Behavioral Disabilities	18	15.4%	19.9%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	3.1%	1.5%				
Mobility (2019-20):								
Total Mobile Students	67	7.1%	8.6%	13.8%				
By Ethnicity:								
African American	4	0.4%	0.6%	2.8%				
Hispanic	21	2.2%	2.5%	7.1%				
White	36	3.8%	5.1%	3.1%				
American Indian	1	0.1%	0.1%	0.1%				
Asian	2	0.2%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.3%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	17	12.6%	13.9%	16.5%				
Count and Percent of EB Students/EL who are Mobile	1	10.0%	11.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	33	13.3%	15.7%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	81	11.9%	10.2%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.7%	1.4%	-	3.7%	4.8%
Grade 1	-	1.0%	1.9%	-	7.1%	3.2%
Grade 2	0.0%	0.0%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.2%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.2%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.8%	0.2%	-	0.0%	0.4%
Grade 9	-	1.1%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.9	17.7
Grade 1	-	18.9	18.0
Grade 2	17.4	18.1	18.0
Grade 3	19.3	18.4	18.2
Grade 4	19.4	19.8	18.3
Grade 5	20.4	20.7	19.8
Grade 6	-	20.6	19.4
Secondary:			
English/Language Arts	-	19.4	15.7
Foreign Languages	-	20.5	17.8
Mathematics	-	19.4	16.9
Science	-	20.0	17.9
Social Studies	-	21.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	96.7	100.0%	100.0%	100.0%
Professional Staff:	77.9	80.5%	62.4%	64.3%
Teachers	69.5	71.9%	49.2%	49.6%
Professional Support	5.4	5.5%	9.6%	10.6%
Campus Administration (School Leadership)	3.0	3.1%	2.4%	3.0%
Educational Aides:	18.8	19.5%	11.8%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	14.0	13,211.0
Part-time Counselors	1.0	n/a	1.0	1,126.0
Total Minority Staff:	7.0	7.2%	20.4%	51.5%
Teachers by Ethnicity:				
African American	1.0	1.4%	2.1%	11.1%
Hispanic	1.0	1.4%	6.7%	28.4%
White	67.5	97.1%	90.2%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.4%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	0.2	0.2%	15.2%	23.8%
Females	69.3	99.8%	84.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	48.4	69.7%	68.5%	73.0%
Masters	21.1	30.3%	30.7%	25.0%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.4%	0.8%	6.7%
1-5 Years Experience	8.0	11.5%	14.5%	27.8%
6-10 Years Experience	14.2	20.4%	20.7%	20.3%
11-20 Years Experience	30.2	43.4%	43.7%	29.1%
21-30 Years Experience	16.2	23.3%	18.6%	13.0%
Over 30 Years Experience	0.0	0.0%	1.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.2	n/a	13.4	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.8	6.4
Average Years Experience of Principals with District	4.0	7.1	5.5
Average Years Experience of Assistant Principals	5.0	7.0	5.5
Average Years Experience of Assistant Principals with District	5.0	4.6	4.8
Average Years Experience of Teachers:	14.8	14.2	11.2
Average Years Experience of Teachers with District:	7.2	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$62,000	\$62,625	\$50,849
1-5 Years Experience	\$63,556	\$63,747	\$53,288
6-10 Years Experience	\$75,146	\$70,324	\$56,282
11-20 Years Experience	\$76,452	\$76,678	\$59,900
21-30 Years Experience	\$81,634	\$81,608	\$64,637
Over 30 Years Experience	-	\$84,259	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$75,701	\$74,424	\$57,641
Professional Support	\$75,916	\$84,272	\$68,030
Campus Administration (School Leadership)	\$88,445	\$98,768	\$83,424
Instructional Staff Percent:	n/a	63.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.3	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.1%	1.6%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.1%
Compensatory Education	2.6	3.7%	3.6%	2.8%
Gifted and Talented Education	5.5	7.9%	1.2%	1.8%
Regular Education	49.3	70.9%	78.1%	71.0%
Special Education	12.0	17.3%	11.8%	9.4%
Other	0.0	0.0%	0.0%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL EL NORTH (036902104) - BARBERS HILL ISD - CHAMBERS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: BARBERS HILL ISD

Campus Name: BARBERS HILL EL SOUTH

Campus Number: 036902105

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	92%	89%	70%	87%	91%	-	-	-	*	44%	*	91%	81%	76%	82%
	2019	76%	93%	94%	80%	88%	96%	-	*	-	*	64%	*	94%	91%	85%	93%
At Meets Grade Level or Above	2021	39%	69%	64%	30%	52%	72%	-	-	-	*	15%	*	67%	50%	35%	36%
	2019	45%	68%	64%	40%	53%	68%	-	*	-	*	36%	*	68%	48%	43%	53%
At Masters Grade Level	2021	19%	42%	35%	10%	18%	46%	-	-	-	*	7%	*	38%	26%	10%	18%
	2019	27%	47%	46%	40%	25%	53%	-	*	-	*	7%	*	50%	27%	24%	27%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	92%	89%	60%	89%	92%	-	-	-	*	52%	*	91%	81%	71%	82%
	2019	79%	93%	95%	100%	95%	95%	-	*	-	*	71%	*	94%	98%	87%	100%
At Meets Grade Level or Above	2021	31%	63%	57%	20%	37%	70%	-	-	-	*	26%	*	60%	45%	29%	23%
	2019	49%	74%	76%	83%	70%	77%	-	*	-	*	29%	*	76%	75%	60%	67%
At Masters Grade Level	2021	14%	38%	35%	20%	18%	44%	-	-	-	*	15%	*	38%	24%	14%	14%
	2019	25%	43%	41%	0%	27%	46%	-	*	-	*	7%	*	43%	30%	26%	27%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	85%	81%	60%	78%	85%	*	*	-	83%	42%	*	83%	79%	77%	56%
	2019	75%	93%	96%	*	94%	97%	*	*	-	*	100%	100%	97%	93%	90%	78%
At Meets Grade Level or Above	2021	36%	58%	53%	60%	43%	58%	*	*	-	67%	15%	*	56%	49%	38%	22%
	2019	44%	68%	68%	*	60%	70%	*	*	-	*	31%	57%	69%	64%	46%	44%
At Masters Grade Level	2021	17%	29%	29%	20%	27%	30%	*	*	-	17%	0%	*	31%	23%	18%	15%
	2019	22%	42%	40%	*	27%	45%	*	*	-	*	23%	43%	41%	34%	20%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	90%	90%	60%	87%	93%	*	*	-	100%	65%	*	91%	89%	86%	67%
	2019	75%	96%	96%	*	94%	97%	*	*	-	*	69%	100%	95%	97%	90%	83%
At Meets Grade Level or Above	2021	36%	72%	67%	40%	59%	73%	*	*	-	67%	31%	*	68%	66%	54%	37%
	2019	48%	78%	77%	*	68%	81%	*	*	-	*	31%	100%	80%	69%	61%	56%
At Masters Grade Level	2021	21%	52%	49%	40%	40%	54%	*	*	-	67%	19%	*	49%	49%	37%	26%
	2019	28%	53%	51%	*	40%	56%	*	*	-	*	23%	57%	54%	43%	41%	28%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	74%	70%	60%	62%	75%	*	*	-	67%	31%	*	73%	63%	56%	41%
	2019	67%	86%	85%	*	82%	87%	*	*	-	*	54%	57%	86%	83%	76%	78%
At Meets Grade Level or Above	2021	27%	46%	40%	40%	34%	44%	*	*	-	50%	8%	*	43%	36%	30%	26%
	2019	35%	52%	55%	*	35%	62%	*	*	-	*	31%	29%	56%	50%	40%	33%
At Masters Grade Level	2021	8%	15%	13%	0%	13%	14%	*	*	-	17%	4%	*	13%	14%	6%	7%
	2019	11%	18%	16%	*	11%	18%	*	*	-	*	8%	14%	18%	12%	6%	11%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	93%	93%	100%	91%	95%	-	*	-	83%	72%	80%	95%	90%	91%	83%
	2019	86%	96%	97%	*	95%	97%	-	*	-	*	83%	83%	97%	96%	94%	100%
At Meets Grade Level or Above	2021	46%	71%	70%	43%	61%	76%	-	*	-	67%	22%	80%	73%	62%	56%	50%
	2019	54%	71%	72%	*	64%	75%	-	*	-	*	33%	33%	73%	71%	68%	75%
At Masters Grade Level	2021	30%	54%	51%	29%	41%	56%	-	*	-	67%	17%	40%	55%	42%	30%	29%
	2019	29%	45%	47%	*	34%	52%	-	*	-	*	17%	17%	47%	46%	36%	25%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	96%	95%	86%	95%	96%	-	*	-	83%	83%	80%	97%	92%	89%	92%
	2019	90%	99%	99%	*	98%	99%	-	*	-	*	96%	100%	99%	98%	100%	100%
At Meets Grade Level or Above	2021	44%	83%	80%	43%	80%	82%	-	*	-	83%	33%	80%	84%	72%	70%	71%
	2019	58%	82%	85%	*	78%	88%	-	*	-	*	42%	67%	85%	88%	78%	85%
At Masters Grade Level	2021	25%	60%	56%	29%	61%	54%	-	*	-	67%	11%	80%	60%	46%	45%	46%
	2019	36%	58%	59%	*	55%	60%	-	*	-	*	13%	67%	62%	50%	52%	75%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	90%	92%	71%	88%	95%	-	*	-	100%	72%	80%	93%	90%	79%	71%
	2019	75%	93%	95%	*	92%	96%	-	*	-	*	71%	100%	95%	93%	91%	95%
At Meets Grade Level or Above	2021	31%	67%	67%	57%	55%	73%	-	*	-	83%	39%	80%	70%	59%	53%	42%
	2019	49%	80%	83%	*	73%	86%	-	*	-	*	33%	83%	84%	79%	72%	80%
At Masters Grade Level	2021	13%	40%	38%	14%	26%	46%	-	*	-	50%	22%	40%	44%	27%	18%	21%
	2019	24%	50%	52%	*	34%	58%	-	*	-	*	13%	50%	54%	45%	39%	25%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	89%	87%	71%	85%	90%	*	67%	-	84%	55%	71%	89%	83%	78%	71%
	2019	78%	92%	95%	90%	92%	95%	*	100%	-	92%	78%	91%	95%	93%	89%	91%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	68%	62%	39%	53%	68%	*	56%	-	68%	23%	61%	65%	55%	46%	38%
	2019	50%	73%	72%	62%	63%	76%	*	100%	-	92%	34%	68%	74%	68%	58%	63%
At Masters Grade Level	2021	18%	39%	39%	20%	32%	43%	*	56%	-	48%	11%	35%	41%	32%	23%	22%
	2019	24%	42%	44%	31%	32%	48%	*	50%	-	69%	14%	40%	46%	36%	30%	30%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	88%	88%	77%	85%	90%	*	*	-	81%	51%	73%	90%	83%	82%	73%
	2019	75%	89%	95%	91%	92%	97%	*	*	-	90%	82%	94%	96%	94%	90%	91%
At Meets Grade Level or Above	2021	45%	67%	62%	41%	52%	68%	*	*	-	69%	17%	55%	66%	54%	44%	36%
	2019	48%	68%	68%	55%	59%	71%	*	*	-	90%	33%	59%	70%	62%	52%	58%
At Masters Grade Level	2021	18%	34%	39%	18%	30%	44%	*	*	-	44%	7%	27%	42%	31%	20%	21%
	2019	21%	35%	44%	36%	29%	50%	*	*	-	70%	16%	35%	46%	37%	27%	23%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	93%	92%	68%	90%	94%	*	*	-	88%	65%	82%	93%	89%	83%	79%
	2019	82%	96%	97%	92%	96%	97%	*	*	-	100%	82%	100%	96%	97%	92%	94%
At Meets Grade Level or Above	2021	37%	73%	69%	32%	61%	75%	*	*	-	69%	30%	73%	71%	64%	53%	44%
	2019	52%	78%	79%	75%	72%	82%	*	*	-	100%	35%	88%	80%	77%	66%	70%
At Masters Grade Level	2021	18%	45%	47%	27%	42%	51%	*	*	-	63%	15%	55%	50%	43%	34%	29%
	2019	26%	48%	51%	25%	41%	54%	*	*	-	80%	14%	53%	53%	42%	40%	45%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	77%	70%	60%	62%	75%	*	*	-	67%	31%	*	73%	63%	56%	41%
	2019	68%	86%	85%	*	82%	87%	*	*	-	*	54%	57%	86%	83%	76%	78%
At Meets Grade Level or Above	2021	30%	49%	40%	40%	34%	44%	*	*	-	50%	8%	*	43%	36%	30%	26%
	2019	38%	56%	55%	*	35%	62%	*	*	-	*	31%	29%	56%	50%	40%	33%
At Masters Grade Level	2021	9%	18%	13%	0%	13%	14%	*	*	-	17%	4%	*	13%	14%	6%	7%
	2019	14%	24%	16%	*	11%	18%	*	*	-	*	8%	14%	18%	12%	6%	11%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	90%	92%	71%	88%	95%	-	*	-	100%	72%	80%	93%	90%	79%	71%
	2019	81%	96%	95%	*	92%	96%	-	*	-	*	71%	100%	95%	93%	91%	95%
At Meets Grade Level or Above	2021	44%	73%	67%	57%	55%	73%	-	*	-	83%	39%	80%	70%	59%	53%	42%
	2019	54%	84%	83%	*	73%	86%	-	*	-	*	33%	83%	84%	79%	72%	80%
At Masters Grade Level	2021	20%	42%	38%	14%	26%	46%	-	*	-	50%	22%	40%	44%	27%	18%	21%
	2019	25%	51%	52%	*	34%	58%	-	*	-	*	13%	50%	54%	45%	39%	25%

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

Texas Education Agency
2018-19 Progress (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	71	*	69	72	*	*	-	*	75	92	70	73	68	72
	2018	63	66	63	-	71	62	-	*	-	40	72	*	59	75	58	61
Grade 4 Mathematics	2019	65	78	77	*	79	77	*	*	-	*	73	75	79	74	76	72
	2018	65	77	79	-	85	76	-	*	-	100	68	*	79	80	79	79
Grade 5 ELA/Reading	2019	81	84	86	*	87	86	-	*	-	*	85	67	85	92	88	100
	2018	80	82	86	80	87	86	-	*	-	*	83	*	85	89	85	90
Grade 5 Mathematics	2019	83	87	87	*	83	88	-	*	-	*	83	92	88	84	91	90
	2018	81	86	87	70	86	87	-	*	-	*	98	*	86	88	86	98
All Grades Both Subjects	2019	69	76	80	77	80	81	*	*	-	83	80	81	80	81	81	84
	2018	69	76	79	75	83	78	-	*	-	79	81	71	78	83	77	84
All Grades ELA/Reading	2019	68	72	79	80	78	79	*	*	-	67	81	79	77	83	78	87
	2018	69	72	75	80	80	74	-	*	-	57	78	67	73	82	72	77
All Grades Mathematics	2019	70	81	82	75	81	82	*	*	-	100	79	83	83	79	83	82
	2018	70	80	83	70	86	82	-	*	-	100	84	75	83	84	82	90

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	89%	87%	68%	68%	-	-	-	-	47%	-	47%	-	100%	89%	65%	100%
	2019	78%	92%	95%	86%	86%	-	-	-	-	100%	-	100%	-	*		88%	
At Meets Grade Level or Above	2021	41%	68%	62%	32%	32%	-	-	-	-	18%	-	18%	-	50%	65%	29%	90%
	2019	50%	73%	72%	48%	48%	-	-	-	-	87%	-	87%	-	*		53%	
At Masters Grade Level	2021	18%	39%	39%	17%	17%	-	-	-	-	12%	-	12%	-	33%	40%	15%	62%
	2019	24%	42%	44%	20%	20%	-	-	-	-	33%	-	33%	-	*		22%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	88%	88%	70%	70%	-	-	-	-	50%	-	50%	-	*	90%	68%	100%
	2019	75%	89%	95%	84%	84%	-	-	-	-	100%	-	100%	-	*		86%	
At Meets Grade Level or Above	2021	45%	67%	62%	32%	32%	-	-	-	-	17%	-	17%	-	*	65%	27%	90%
	2019	48%	68%	68%	42%	42%	-	-	-	-	80%	-	80%	-	*		49%	
At Masters Grade Level	2021	18%	34%	39%	18%	18%	-	-	-	-	17%	-	17%	-	*	41%	16%	50%
	2019	21%	35%	44%	16%	16%	-	-	-	-	20%	-	20%	-	*		16%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	93%	92%	79%	79%	-	-	-	-	50%	-	50%	-	*	93%	76%	100%
	2019	82%	96%	97%	90%	90%	-	-	-	-	100%	-	100%	-	*		92%	
At Meets Grade Level or Above	2021	37%	73%	69%	37%	37%	-	-	-	-	33%	-	33%	-	*	72%	37%	90%
	2019	52%	78%	79%	55%	55%	-	-	-	-	100%	-	100%	-	*		59%	
At Masters Grade Level	2021	18%	45%	47%	21%	21%	-	-	-	-	17%	-	17%	-	*	50%	21%	80%
	2019	26%	48%	51%	32%	32%	-	-	-	-	80%	-	80%	-	*		38%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	77%	70%	28%	28%	-	-	-	-	40%	-	40%	-	*	73%	33%	*
	2019	68%	86%	85%	77%	77%	-	-	-	-	*	-	*	-	-		80%	
At Meets Grade Level or Above	2021	30%	49%	40%	22%	22%	-	-	-	-	0%	-	0%	-	*	42%	17%	*
	2019	38%	56%	55%	23%	23%	-	-	-	-	*	-	*	-	-		27%	
At Masters Grade Level	2021	9%	18%	13%	11%	11%	-	-	-	-	0%	-	0%	-	*	14%	4%	*
	2019	14%	24%	16%	0%	0%	-	-	-	-	*	-	*	-	-		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	90%	92%	63%	63%	-	-	-	-	-	-	-	-	-	94%	61%	100%
	2019	81%	96%	95%	88%	88%	-	-	-	-	*	-	*	-	*		92%	
At Meets Grade Level or Above	2021	44%	73%	67%	32%	32%	-	-	-	-	-	-	-	-	-	69%	28%	83%
	2019	54%	84%	83%	88%	88%	-	-	-	-	*	-	*	-	*		83%	
At Masters Grade Level	2021	20%	42%	38%	5%	5%	-	-	-	-	-	-	-	-	-	40%	6%	67%
	2019	25%	51%	52%	25%	25%	-	-	-	-	*	-	*	-	*		17%	

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	99%	100%	99%	100%	*	100%	-	100%	100%	100%	99%	100%	99%	99%
Included in Accountability	83%	96%	95%	79%	94%	97%	*	100%	-	100%	96%	100%	96%	94%	91%	95%
Not Included in Accountability: Mobile	3%	4%	4%	21%	5%	3%	*	0%	-	0%	4%	0%	3%	6%	7%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	1%	1%	0%	1%	0%	*	0%	-	0%	0%	0%	1%	0%	1%	1%
Absent	2%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
Other	10%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	1%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	97%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	94%	95%	94%	83%	92%	95%	*	80%	-	100%	96%	100%	97%	86%	90%	86%
Not Included in Accountability: Mobile	4%	4%	5%	14%	8%	4%	*	20%	-	0%	4%	0%	3%	13%	9%	12%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	0%	0%	3%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	0%	3%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	99.1%	99.2%	99.3%	99.2%	99.2%	*	*	-	99.3%	99.2%	98.8%	99.4%
2018-19	95.4%	96.4%	96.5%	97.2%	96.9%	96.4%	*	*	-	97.7%	96.6%	96.2%	97.1%
Chronic Absenteeism													
2019-20	6.7%	3.2%	2.2%	0.0%	2.3%	2.3%	*	0.0%	-	5.0%	2.0%	4.1%	1.2%
2018-19	11.4%	5.5%	3.6%	4.8%	2.1%	4.2%	*	0.0%	-	6.7%	3.3%	4.7%	1.4%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	98.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	370	360,220
By Ethnicity:				
African American	-	-	15	44,729
Hispanic	-	-	107	184,060
White	-	-	232	105,215
American Indian	-	-	1	1,226
Asian	-	-	7	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	17	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	352	292,532
Special Education Graduates	-	-	21	29,018
Economically Disadvantaged Graduates	-	-	75	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	7	29,639
At-Risk Graduates	-	-	101	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,006	100.0%	6,410	5,359,040	1,006	100.0%	6,424	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.6%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.5%	3.7%
Kindergarten	0	0.0%	7.1%	6.7%	0	0.0%	7.1%	6.7%
Grade 1	0	0.0%	8.3%	7.1%	0	0.0%	8.3%	7.1%
Grade 2	259	25.7%	7.4%	7.1%	259	25.7%	7.4%	7.1%
Grade 3	214	21.3%	6.7%	7.1%	214	21.3%	6.7%	7.1%
Grade 4	261	25.9%	7.8%	7.2%	261	25.9%	7.8%	7.2%
Grade 5	272	27.0%	8.2%	7.4%	272	27.0%	8.1%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.8%
Grade 8	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 9	0	0.0%	7.1%	8.1%	0	0.0%	7.1%	8.1%
Grade 10	0	0.0%	7.7%	7.8%	0	0.0%	7.7%	7.8%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.0%	6.8%	0	0.0%	6.0%	6.8%
Ethnic Distribution:								
African American	34	3.4%	3.6%	12.7%	34	3.4%	3.5%	12.7%
Hispanic	302	30.0%	26.4%	52.9%	302	30.0%	26.4%	52.9%
White	642	63.8%	65.2%	26.5%	642	63.8%	65.3%	26.5%
American Indian	2	0.2%	0.3%	0.3%	2	0.2%	0.3%	0.3%
Asian	5	0.5%	1.3%	4.7%	5	0.5%	1.3%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	21	2.1%	3.2%	2.7%	21	2.1%	3.2%	2.7%
Sex:								
Female	512	50.9%	49.2%	48.9%	512	50.9%	49.1%	48.9%
Male	494	49.1%	50.8%	51.1%	494	49.1%	50.9%	51.1%
Economically Disadvantaged	256	25.4%	24.5%	60.3%	256	25.4%	24.5%	60.2%
Non-Educationally Disadvantaged	750	74.6%	75.5%	39.7%	750	74.6%	75.5%	39.8%
Section 504 Students	61	6.1%	6.3%	7.2%	61	6.1%	6.3%	7.2%
EB Students/EL	85	8.4%	3.7%	20.7%	85	8.4%	3.7%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.1%	1.2%				
Students w/ Dyslexia	44	4.4%	3.8%	4.5%	44	4.4%	3.8%	4.5%
Foster Care	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	2	0.2%	0.2%	1.1%	2	0.2%	0.2%	1.1%
Immigrant	7	0.7%	0.3%	2.0%	7	0.7%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	1,006	100.0%	48.6%	64.5%	1,006	100.0%	48.7%	64.5%
Military Connected	91	9.0%	8.8%	2.7%	91	9.0%	8.8%	2.7%
At-Risk	314	31.2%	30.8%	49.2%	314	31.2%	30.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	87	8.6%	3.8%	21.0%	87	8.6%	3.8%	20.9%
Gifted and Talented Education	53	5.3%	7.1%	8.3%	53	5.3%	7.1%	8.3%
Special Education	88	8.7%	10.2%	11.1%	88	8.7%	10.4%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	88							
By Type of Primary Disability								
Students with Intellectual Disabilities	33	37.5%	34.5%	42.5%				
Students with Physical Disabilities	29	33.0%	25.0%	21.3%				
Students with Autism	14	15.9%	17.6%	14.1%				
Students with Behavioral Disabilities	12	13.6%	19.9%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	3.1%	1.5%				
Mobility (2019-20):								
Total Mobile Students	83	8.0%	8.6%	13.8%				
By Ethnicity:								
African American	6	0.6%	0.6%	2.8%				
Hispanic	34	3.3%	2.5%	7.1%				
White	39	3.8%	5.1%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	1	0.1%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.3%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	9	9.0%	13.9%	16.5%				
Count and Percent of EB Students/EL who are Mobile	9	10.5%	11.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	39	14.4%	15.7%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	79	11.0%	10.2%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.7%	1.4%	-	3.7%	4.8%
Grade 1	-	1.0%	1.9%	-	7.1%	3.2%
Grade 2	0.0%	0.0%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.4%	0.2%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.2%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.8%	0.2%	-	0.0%	0.4%
Grade 9	-	1.1%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.9	17.7
Grade 1	-	18.9	18.0
Grade 2	18.7	18.1	18.0
Grade 3	17.6	18.4	18.2
Grade 4	20.2	19.8	18.3
Grade 5	21.0	20.7	19.8
Grade 6	-	20.6	19.4
Secondary:			
English/Language Arts	-	19.4	15.7
Foreign Languages	-	20.5	17.8
Mathematics	-	19.4	16.9
Science	-	20.0	17.9
Social Studies	-	21.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	96.2	100.0%	100.0%	100.0%
Professional Staff:	82.2	85.4%	62.4%	64.3%
Teachers	72.7	75.6%	49.2%	49.6%
Professional Support	6.5	6.8%	9.6%	10.6%
Campus Administration (School Leadership)	3.0	3.1%	2.4%	3.0%
Educational Aides:	14.0	14.6%	11.8%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	2.0	n/a	14.0	13,211.0
Part-time Counselors	1.0	n/a	1.0	1,126.0
Total Minority Staff:	16.0	16.6%	20.4%	51.5%
Teachers by Ethnicity:				
African American	2.0	2.8%	2.1%	11.1%
Hispanic	8.0	11.0%	6.7%	28.4%
White	62.7	86.2%	90.2%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.4%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	4.2	5.7%	15.2%	23.8%
Females	68.5	94.3%	84.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	47.8	65.7%	68.5%	73.0%
Masters	24.9	34.3%	30.7%	25.0%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.8%	6.7%
1-5 Years Experience	12.0	16.5%	14.5%	27.8%
6-10 Years Experience	13.2	18.1%	20.7%	20.3%
11-20 Years Experience	32.5	44.7%	43.7%	29.1%
21-30 Years Experience	14.0	19.3%	18.6%	13.0%
Over 30 Years Experience	1.0	1.4%	1.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.8	n/a	13.4	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.8	6.4
Average Years Experience of Principals with District	3.0	7.1	5.5
Average Years Experience of Assistant Principals	5.0	7.0	5.5
Average Years Experience of Assistant Principals with District	4.0	4.6	4.8
Average Years Experience of Teachers:	14.1	14.2	11.2
Average Years Experience of Teachers with District:	6.8	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$62,625	\$50,849
1-5 Years Experience	\$63,518	\$63,747	\$53,288
6-10 Years Experience	\$69,821	\$70,324	\$56,282
11-20 Years Experience	\$79,110	\$76,678	\$59,900
21-30 Years Experience	\$81,221	\$81,608	\$64,637
Over 30 Years Experience	\$84,839	\$84,259	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$75,338	\$74,424	\$57,641
Professional Support	\$75,500	\$84,272	\$68,030
Campus Administration (School Leadership)	\$91,262	\$98,768	\$83,424
Instructional Staff Percent:	n/a	63.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.3	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	5.5	7.6%	1.6%	6.2%
Career and Technical Education	0.0	0.0%	3.7%	5.1%
Compensatory Education	2.9	4.0%	3.6%	2.8%
Gifted and Talented Education	0.0	0.0%	1.2%	1.8%
Regular Education	58.1	80.0%	78.1%	71.0%
Special Education	6.2	8.5%	11.8%	9.4%
Other	0.0	0.0%	0.0%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL EL SOUTH (036902105) - BARBERS HILL ISD - CHAMBERS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: BARBERS HILL ISD

Campus Name: BARBERS HILL MIDDLE NORTH

Campus Number: 036902042

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	87%	87%	*	87%	87%	-	*	-	*	42%	100%	87%	86%	73%	60%
	2019	68%	78%	83%	100%	72%	87%	-	*	-	83%	67%	78%	86%	73%	68%	55%
At Meets Grade Level or Above	2021	32%	56%	59%	*	50%	61%	-	*	-	*	21%	50%	59%	60%	41%	20%
	2019	37%	49%	50%	75%	34%	55%	-	*	-	50%	38%	67%	54%	40%	38%	18%
At Masters Grade Level	2021	15%	32%	35%	*	24%	37%	-	*	-	*	13%	50%	36%	32%	22%	20%
	2019	18%	24%	22%	50%	17%	22%	-	*	-	0%	13%	33%	24%	17%	17%	18%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	94%	92%	*	87%	93%	-	*	-	*	48%	100%	93%	90%	82%	60%
	2019	81%	96%	99%	100%	98%	99%	-	*	-	100%	96%	100%	99%	98%	96%	100%
At Meets Grade Level or Above	2021	36%	73%	69%	*	60%	71%	-	*	-	*	26%	83%	69%	70%	49%	20%
	2019	47%	71%	76%	100%	74%	75%	-	*	-	67%	63%	67%	79%	68%	60%	55%
At Masters Grade Level	2021	15%	47%	45%	*	40%	45%	-	*	-	*	13%	33%	43%	47%	20%	20%
	2019	21%	43%	44%	38%	34%	48%	-	*	-	50%	21%	67%	49%	32%	23%	9%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	86%	84%	80%	81%	84%	*	100%	-	88%	40%	*	88%	74%	71%	56%
	2019	76%	91%	88%	89%	82%	90%	*	*	-	*	62%	*	89%	85%	78%	60%
At Meets Grade Level or Above	2021	45%	67%	63%	60%	60%	63%	*	100%	-	75%	20%	*	68%	52%	52%	22%
	2019	49%	69%	65%	33%	57%	69%	*	*	-	*	33%	*	67%	59%	40%	20%
At Masters Grade Level	2021	25%	44%	43%	40%	38%	43%	*	100%	-	50%	5%	*	47%	33%	27%	11%
	2019	29%	41%	39%	22%	41%	39%	*	*	-	*	14%	*	40%	36%	20%	20%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	91%	91%	90%	90%	92%	*	*	-	88%	65%	*	94%	85%	83%	78%
	2019	75%	91%	87%	89%	86%	87%	*	*	-	*	62%	*	90%	80%	83%	*
At Meets Grade Level or Above	2021	27%	69%	63%	40%	54%	66%	*	*	-	63%	25%	*	65%	57%	48%	33%
	2019	43%	68%	56%	33%	53%	58%	*	*	-	*	33%	*	57%	54%	32%	*
At Masters Grade Level	2021	12%	44%	39%	10%	27%	44%	*	*	-	38%	10%	*	43%	31%	19%	11%
	2019	17%	24%	16%	11%	17%	15%	*	*	-	*	5%	*	17%	15%	12%	*
Grade 7 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	63%	80%	79%	90%	70%	82%	*	100%	-	63%	15%	*	84%	70%	59%	22%
	2019	70%	87%	80%	67%	80%	81%	*	*	-	*	33%	*	82%	76%	64%	60%
At Meets Grade Level or Above	2021	33%	53%	48%	40%	35%	52%	*	100%	-	38%	10%	*	52%	41%	29%	11%
	2019	42%	60%	51%	22%	47%	52%	*	*	-	*	19%	*	52%	49%	34%	40%
At Masters Grade Level	2021	10%	22%	15%	10%	12%	14%	*	80%	-	13%	5%	*	14%	15%	8%	11%
	2019	18%	30%	26%	0%	24%	27%	*	*	-	*	19%	*	30%	19%	25%	20%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	88%	88%	73%	88%	89%	*	*	-	100%	66%	100%	93%	77%	80%	75%
	2019	86%	97%	98%	92%	100%	98%	-	100%	-	100%	86%	88%	99%	96%	98%	80%
At Meets Grade Level or Above	2021	46%	66%	64%	64%	51%	70%	*	*	-	73%	38%	83%	69%	52%	43%	25%
	2019	55%	74%	73%	67%	67%	74%	-	86%	-	100%	33%	63%	77%	61%	62%	40%
At Masters Grade Level	2021	21%	33%	27%	36%	15%	32%	*	*	-	18%	9%	33%	30%	21%	14%	0%
	2019	28%	43%	39%	17%	29%	44%	-	71%	-	20%	5%	25%	43%	27%	22%	0%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	91%	90%	89%	89%	90%	*	*	-	100%	91%	*	94%	82%	85%	92%
	2019	88%	98%	100%	100%	100%	99%	-	100%	-	100%	100%	100%	99%	100%	100%	100%
At Meets Grade Level or Above	2021	36%	69%	64%	56%	70%	60%	*	*	-	71%	59%	*	69%	54%	54%	58%
	2019	57%	87%	88%	70%	87%	89%	-	100%	-	100%	62%	67%	89%	86%	74%	60%
At Masters Grade Level	2021	11%	28%	19%	22%	17%	17%	*	*	-	29%	19%	*	19%	18%	17%	17%
	2019	17%	46%	42%	30%	38%	44%	-	86%	-	0%	10%	17%	47%	28%	26%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	86%	89%	73%	87%	90%	*	*	-	91%	69%	100%	93%	79%	78%	58%
	2019	81%	96%	96%	83%	92%	98%	-	100%	-	100%	81%	88%	96%	96%	84%	100%
At Meets Grade Level or Above	2021	43%	68%	67%	64%	51%	75%	*	*	-	64%	47%	83%	72%	55%	49%	17%
	2019	51%	83%	82%	58%	71%	87%	-	100%	-	80%	62%	50%	84%	74%	56%	40%
At Masters Grade Level	2021	24%	45%	45%	55%	33%	49%	*	*	-	45%	25%	83%	50%	31%	29%	17%
	2019	25%	55%	51%	25%	38%	57%	-	86%	-	40%	14%	38%	54%	40%	22%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	79%	83%	82%	73%	87%	*	*	-	73%	72%	83%	85%	77%	72%	75%
	2019	69%	88%	89%	83%	77%	93%	-	100%	-	100%	71%	63%	92%	80%	67%	60%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	28%	50%	52%	64%	40%	56%	*	*	-	55%	38%	83%	55%	42%	35%	8%
	2019	37%	62%	55%	42%	50%	57%	-	71%	-	60%	52%	38%	56%	52%	36%	40%
At Masters Grade Level	2021	14%	27%	28%	18%	13%	32%	*	*	-	55%	16%	67%	27%	28%	17%	0%
	2019	21%	39%	36%	25%	31%	37%	-	57%	-	60%	19%	0%	36%	38%	22%	20%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	98%	100%	*	100%	100%	-	*	-	*	*	*	100%	100%	100%	-
	2019	85%	96%	100%	*	*	100%	-	*	-	*	-	*	100%	100%	*	*
At Meets Grade Level or Above	2021	41%	76%	95%	*	100%	93%	-	*	-	*	*	*	94%	100%	100%	-
	2019	61%	85%	100%	*	*	100%	-	*	-	*	-	*	100%	100%	*	*
At Masters Grade Level	2021	23%	49%	72%	*	67%	74%	-	*	-	*	*	*	72%	72%	60%	-
	2019	37%	63%	100%	*	*	100%	-	*	-	*	-	*	100%	100%	*	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	89%	87%	83%	84%	89%	70%	100%	-	88%	60%	96%	90%	81%	77%	66%
	2019	78%	92%	91%	89%	88%	93%	50%	98%	-	98%	73%	85%	93%	87%	82%	75%
At Meets Grade Level or Above	2021	41%	68%	62%	56%	53%	65%	10%	90%	-	67%	34%	80%	66%	55%	46%	25%
	2019	50%	73%	67%	56%	61%	70%	17%	89%	-	78%	44%	53%	70%	60%	49%	39%
At Masters Grade Level	2021	18%	39%	35%	28%	25%	37%	0%	86%	-	41%	14%	51%	37%	30%	20%	11%
	2019	24%	42%	37%	25%	31%	39%	0%	70%	-	39%	13%	29%	40%	29%	22%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	88%	86%	76%	86%	87%	*	100%	-	96%	51%	100%	90%	79%	75%	65%
	2019	75%	89%	90%	93%	84%	91%	*	92%	-	93%	71%	85%	92%	84%	81%	62%
At Meets Grade Level or Above	2021	45%	67%	62%	60%	53%	65%	*	80%	-	74%	28%	73%	66%	55%	45%	23%
	2019	48%	68%	63%	59%	52%	66%	*	77%	-	79%	35%	55%	66%	53%	47%	24%
At Masters Grade Level	2021	18%	34%	35%	36%	24%	37%	*	80%	-	35%	9%	47%	37%	29%	20%	8%
	2019	21%	35%	33%	28%	28%	35%	*	62%	-	21%	11%	25%	36%	27%	20%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	93%	92%	92%	90%	93%	*	100%	-	96%	71%	93%	94%	87%	85%	81%
	2019	82%	96%	96%	97%	96%	96%	*	100%	-	100%	86%	95%	97%	93%	93%	90%
At Meets Grade Level or Above	2021	37%	73%	69%	52%	66%	70%	*	100%	-	78%	41%	87%	71%	64%	54%	42%
	2019	52%	78%	77%	69%	74%	78%	*	100%	-	79%	53%	65%	79%	70%	57%	52%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	45%	40%	20%	31%	43%	*	100%	-	48%	16%	47%	42%	36%	21%	15%
	2019	26%	48%	41%	31%	33%	43%	*	85%	-	36%	12%	45%	45%	29%	23%	10%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	77%	79%	90%	70%	82%	*	100%	-	63%	15%	*	84%	70%	59%	22%
	2019	68%	86%	80%	67%	80%	81%	*	*	-	*	33%	*	82%	76%	64%	60%
At Meets Grade Level or Above	2021	30%	49%	48%	40%	35%	52%	*	100%	-	38%	10%	*	52%	41%	29%	11%
	2019	38%	56%	51%	22%	47%	52%	*	*	-	*	19%	*	52%	49%	34%	40%
At Masters Grade Level	2021	9%	18%	15%	10%	12%	14%	*	80%	-	13%	5%	*	14%	15%	8%	11%
	2019	14%	24%	26%	0%	24%	27%	*	*	-	*	19%	*	30%	19%	25%	20%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	90%	89%	73%	87%	90%	*	*	-	91%	69%	100%	93%	79%	78%	58%
	2019	81%	96%	96%	83%	92%	98%	-	100%	-	100%	81%	88%	96%	96%	84%	100%
At Meets Grade Level or Above	2021	44%	73%	67%	64%	51%	75%	*	*	-	64%	47%	83%	72%	55%	49%	17%
	2019	54%	84%	82%	58%	71%	87%	-	100%	-	80%	62%	50%	84%	74%	56%	40%
At Masters Grade Level	2021	20%	42%	45%	55%	33%	49%	*	*	-	45%	25%	83%	50%	31%	29%	17%
	2019	25%	51%	51%	25%	38%	57%	-	86%	-	40%	14%	38%	54%	40%	22%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	88%	83%	82%	73%	87%	*	*	-	73%	72%	83%	85%	77%	72%	75%
	2019	81%	92%	89%	83%	77%	93%	-	100%	-	100%	71%	63%	92%	80%	67%	60%
At Meets Grade Level or Above	2021	49%	70%	52%	64%	40%	56%	*	*	-	55%	38%	83%	55%	42%	35%	8%
	2019	55%	75%	55%	42%	50%	57%	-	71%	-	60%	52%	38%	56%	52%	36%	40%
At Masters Grade Level	2021	29%	48%	28%	18%	13%	32%	*	*	-	55%	16%	67%	27%	28%	17%	0%
	2019	33%	52%	36%	25%	31%	37%	-	57%	-	60%	19%	0%	36%	38%	22%	20%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	42	42	79	32	45	-	*	-	30	48	56	44	38	36	45
	2018	47	52	49	44	41	52	*	*	-	*	54	*	49	50	43	*
Grade 6 Mathematics	2019	54	66	70	79	61	74	-	*	-	60	67	72	73	63	61	41
	2018	56	49	45	50	43	43	*	*	-	*	62	*	46	43	45	*
Grade 7 ELA/Reading	2019	77	83	84	94	84	85	*	*	-	*	76	*	83	85	85	*
	2018	76	81	80	75	81	79	-	100	-	*	86	83	79	82	79	67
Grade 7 Mathematics	2019	62	77	77	81	79	76	*	*	-	*	64	*	76	81	75	*
	2018	67	78	73	64	75	71	-	100	-	90	76	*	72	74	71	95
Grade 8 ELA/Reading	2019	77	85	83	77	91	81	-	71	-	70	83	75	86	72	85	100
	2018	79	79	80	80	89	77	-	*	-	100	85	*	79	83	86	-
Grade 8 Mathematics	2019	82	92	95	100	97	94	-	100	-	*	88	100	94	97	96	80
	2018	81	94	96	100	95	95	-	*	-	100	93	*	95	98	95	*
End of Course Algebra I	2019	75	84	100	*	*	100	-	*	-	*	-	*	100	100	*	*
	2018	72	88	100	-	*	100	-	*	-	-	-	-	100	100	100	-
All Grades Both Subjects	2019	69	76	76	86	72	77	*	83	-	68	70	79	77	72	73	64
	2018	69	76	72	66	72	71	*	90	-	88	75	67	72	72	70	77
All Grades ELA/Reading	2019	68	72	69	83	66	70	*	69	-	62	68	70	71	65	68	71
	2018	69	72	70	64	70	69	*	87	-	79	75	67	70	70	69	64
All Grades Mathematics	2019	70	81	82	88	79	83	*	100	-	75	73	88	83	79	77	58
	2018	70	80	74	68	73	74	*	93	-	96	75	67	75	73	71	87

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content- Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
STAAR Performance Rate by Subject and Performance Level																			
All Grades All Subjects																			
At Approaches Grade Level or Above	2021	67%	89%	87%	-	-	-	-	-	-	62%	-	62%	-	*	88%	62%	85%	
	2019	78%	92%	91%	-	-	-	-	-	-	63%	-	63%		-		63%		
At Meets Grade Level or Above	2021	41%	68%	62%	-	-	-	-	-	-	15%	-	15%	-	*	64%	17%	74%	
	2019	50%	73%	67%	-	-	-	-	-	-	18%	-	18%		-		18%		
At Masters Grade Level	2021	18%	39%	35%	-	-	-	-	-	-	3%	-	3%	-	*	36%	3%	33%	
	2019	24%	42%	37%	-	-	-	-	-	-	3%	-	3%		-		3%		
All Grades ELA/Reading																			
At Approaches Grade Level or Above	2021	68%	88%	86%	-	-	-	-	-	-	55%	-	55%	-	*	87%	57%	92%	
	2019	75%	89%	90%	-	-	-	-	-	-	47%	-	47%		-		47%		
At Meets Grade Level or Above	2021	45%	67%	62%	-	-	-	-	-	-	10%	-	10%	-	*	64%	14%	75%	
	2019	48%	68%	63%	-	-	-	-	-	-	0%	-	0%		-		0%		
At Masters Grade Level	2021	18%	34%	35%	-	-	-	-	-	-	0%	-	0%	-	*	36%	0%	33%	
	2019	21%	35%	33%	-	-	-	-	-	-	0%	-	0%		-		0%		
All Grades Mathematics																			
At Approaches Grade Level or Above	2021	66%	93%	92%	-	-	-	-	-	-	80%	-	80%	-	*	93%	81%	83%	
	2019	82%	96%	96%	-	-	-	-	-	-	87%	-	87%		-		87%		
At Meets Grade Level or Above	2021	37%	73%	69%	-	-	-	-	-	-	35%	-	35%	-	*	70%	38%	75%	
	2019	52%	78%	77%	-	-	-	-	-	-	40%	-	40%		-		40%		
At Masters Grade Level	2021	18%	45%	40%	-	-	-	-	-	-	5%	-	5%	-	*	41%	5%	33%	
	2019	26%	48%	41%	-	-	-	-	-	-	7%	-	7%		-		7%		
All Grades Writing																			
At Approaches Grade Level or Above	2021	58%	77%	79%	-	-	-	-	-	-	17%	-	17%	-	*	82%	14%	*	
	2019	68%	86%	80%	-	-	-	-	-	-	*	-	*		-		*		
At Meets Grade Level or Above	2021	30%	49%	48%	-	-	-	-	-	-	0%	-	0%	-	*	50%	0%	*	
	2019	38%	56%	51%	-	-	-	-	-	-	*	-	*		-		*		
At Masters Grade Level	2021	9%	18%	15%	-	-	-	-	-	-	0%	-	0%	-	*	14%	0%	*	
	2019	14%	24%	26%	-	-	-	-	-	-	*	-	*		-		*		
All Grades Science																			
At Approaches Grade Level or Above	2021	71%	90%	89%	-	-	-	-	-	-	55%	-	55%	-	-	90%	55%	100%	
	2019	81%	96%	96%	-	-	-	-	-	-	*	-	*		-		*		
At Meets Grade Level or Above	2021	44%	73%	67%	-	-	-	-	-	-	9%	-	9%	-	-	69%	9%	83%	
	2019	54%	84%	82%	-	-	-	-	-	-	*	-	*		-		*		
At Masters Grade Level	2021	20%	42%	45%	-	-	-	-	-	-	9%	-	9%	-	-	46%	9%	50%	
	2019	25%	51%	51%	-	-	-	-	-	-	*	-	*		-		*		
All Grades Social Studies																			

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content- Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	88%	83%	-	-	-	-	-	-	73%	-	73%	-	-	83%	73%	67%
	2019	81%	92%	89%	-	-	-	-	-	-	*	-	*	-	-		*	
At Meets Grade Level or Above	2021	49%	70%	52%	-	-	-	-	-	-	0%	-	0%	-	-	54%	0%	67%
	2019	55%	75%	55%	-	-	-	-	-	-	*	-	*	-	-		*	
At Masters Grade Level	2021	29%	48%	28%	-	-	-	-	-	-	0%	-	0%	-	-	30%	0%	0%
	2019	33%	52%	36%	-	-	-	-	-	-	*	-	*	-	-		*	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	100%	100%	99%	100%
Included in Accountability	83%	96%	95%	96%	92%	96%	100%	91%	-	94%	93%	100%	97%	90%	94%	90%
Not Included in Accountability: Mobile	3%	4%	5%	4%	7%	4%	0%	9%	-	6%	2%	0%	2%	9%	5%	10%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	1%	0%	0%	-	0%	4%	0%	1%	0%	1%	0%
Not Tested	12%	1%	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	0%	0%	1%	0%
Absent	2%	0%	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	10%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	0%	1%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	99%	100%	100%	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	95%	95%	96%	97%	95%	75%	100%	-	93%	89%	100%	98%	89%	93%	97%
Not Included in Accountability: Mobile	4%	4%	4%	4%	3%	4%	25%	0%	-	7%	8%	0%	1%	10%	7%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	2%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	1%	0%	0%	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	0%	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	99.1%	99.2%	99.5%	99.3%	99.1%	*	100.0%	-	99.3%	98.8%	98.7%	99.6%
2018-19	95.4%	96.4%	96.7%	97.4%	96.9%	96.5%	*	99.5%	-	97.1%	95.8%	95.9%	97.7%
Chronic Absenteeism													
2019-20	6.7%	3.2%	2.1%	0.0%	2.3%	2.4%	0.0%	0.0%	-	0.0%	6.5%	3.7%	0.0%
2018-19	11.4%	5.5%	4.1%	2.7%	2.4%	5.0%	*	0.0%	-	0.0%	7.1%	6.7%	5.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	0.2%	0.0%	0.8%	0.0%	*	0.0%	-	0.0%	0.0%	0.8%	6.7%
2018-19	0.4%	0.2%	0.4%	3.8%	0.0%	0.3%	*	0.0%	-	0.0%	0.0%	1.8%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	98.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	370	360,220
By Ethnicity:				
African American	-	-	15	44,729
Hispanic	-	-	107	184,060
White	-	-	232	105,215
American Indian	-	-	1	1,226
Asian	-	-	7	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	17	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	352	292,532
Special Education Graduates	-	-	21	29,018
Economically Disadvantaged Graduates	-	-	75	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	7	29,639
At-Risk Graduates	-	-	101	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	703	100.0%	6,410	5,359,040	703	100.0%	6,424	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.6%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.5%	3.7%
Kindergarten	0	0.0%	7.1%	6.7%	0	0.0%	7.1%	6.7%
Grade 1	0	0.0%	8.3%	7.1%	0	0.0%	8.3%	7.1%
Grade 2	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 5	0	0.0%	8.2%	7.4%	0	0.0%	8.1%	7.4%
Grade 6	230	32.7%	7.9%	7.7%	230	32.7%	7.8%	7.7%
Grade 7	217	30.9%	7.4%	7.9%	217	30.9%	7.4%	7.8%
Grade 8	256	36.4%	8.3%	7.9%	256	36.4%	8.3%	7.9%
Grade 9	0	0.0%	7.1%	8.1%	0	0.0%	7.1%	8.1%
Grade 10	0	0.0%	7.7%	7.8%	0	0.0%	7.7%	7.8%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.0%	6.8%	0	0.0%	6.0%	6.8%
Ethnic Distribution:								
African American	25	3.6%	3.6%	12.7%	25	3.6%	3.5%	12.7%
Hispanic	165	23.5%	26.4%	52.9%	165	23.5%	26.4%	52.9%
White	478	68.0%	65.2%	26.5%	478	68.0%	65.3%	26.5%
American Indian	3	0.4%	0.3%	0.3%	3	0.4%	0.3%	0.3%
Asian	10	1.4%	1.3%	4.7%	10	1.4%	1.3%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	22	3.1%	3.2%	2.7%	22	3.1%	3.2%	2.7%
Sex:								
Female	340	48.4%	49.2%	48.9%	340	48.4%	49.1%	48.9%
Male	363	51.6%	50.8%	51.1%	363	51.6%	50.9%	51.1%
Economically Disadvantaged	176	25.0%	24.5%	60.3%	176	25.0%	24.5%	60.2%
Non-Educationally Disadvantaged	527	75.0%	75.5%	39.7%	527	75.0%	75.5%	39.8%
Section 504 Students	55	7.8%	6.3%	7.2%	55	7.8%	6.3%	7.2%
EB Students/EL	24	3.4%	3.7%	20.7%	24	3.4%	3.7%	20.6%
Students w/ Disciplinary Placements (2019-20)	10	1.4%	1.1%	1.2%				
Students w/ Dyslexia	46	6.5%	3.8%	4.5%	46	6.5%	3.8%	4.5%
Foster Care	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	2	0.3%	0.2%	1.1%	2	0.3%	0.2%	1.1%
Immigrant	4	0.6%	0.3%	2.0%	4	0.6%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	2	0.3%	48.6%	64.5%	2	0.3%	48.7%	64.5%
Military Connected	78	11.1%	8.8%	2.7%	78	11.1%	8.8%	2.7%
At-Risk	176	25.0%	30.8%	49.2%	176	25.0%	30.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	23	3.3%	3.8%	21.0%	23	3.3%	3.8%	20.9%
Gifted and Talented Education	98	13.9%	7.1%	8.3%	98	13.9%	7.1%	8.3%
Special Education	81	11.5%	10.2%	11.1%	81	11.5%	10.4%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	81							
By Type of Primary Disability								
Students with Intellectual Disabilities	33	40.7%	34.5%	42.5%				
Students with Physical Disabilities	19	23.5%	25.0%	21.3%				
Students with Autism	11	13.6%	17.6%	14.1%				
Students with Behavioral Disabilities	18	22.2%	19.9%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	3.1%	1.5%				
Mobility (2019-20):								
Total Mobile Students	59	8.3%	8.6%	13.8%				
By Ethnicity:								
African American	4	0.6%	0.6%	2.8%				
Hispanic	21	3.0%	2.5%	7.1%				
White	29	4.1%	5.1%	3.1%				
American Indian	3	0.4%	0.1%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.3%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	9	9.7%	13.9%	16.5%				
Count and Percent of EB Students/EL who are Mobile	1	4.8%	11.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	31	16.8%	15.7%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	47	10.3%	10.2%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.7%	1.4%	-	3.7%	4.8%
Grade 1	-	1.0%	1.9%	-	7.1%	3.2%
Grade 2	-	0.0%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	0.0%	0.6%
Grade 4	-	0.2%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	0.5%	0.2%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 8	1.6%	0.8%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	1.1%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.9	17.7
Grade 1	-	18.9	18.0
Grade 2	-	18.1	18.0
Grade 3	-	18.4	18.2
Grade 4	-	19.8	18.3
Grade 5	-	20.7	19.8
Grade 6	20.5	20.6	19.4
Secondary:			
English/Language Arts	17.4	19.4	15.7
Foreign Languages	19.9	20.5	17.8
Mathematics	15.4	19.4	16.9
Science	16.8	20.0	17.9
Social Studies	17.7	21.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	74.0	100.0%	100.0%	100.0%
Professional Staff:	62.0	83.8%	62.4%	64.3%
Teachers	54.3	73.4%	49.2%	49.6%
Professional Support	5.7	7.6%	9.6%	10.6%
Campus Administration (School Leadership)	2.0	2.7%	2.4%	3.0%
Educational Aides:	12.0	16.2%	11.8%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,290.0
Part-time Librarians	1.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	14.0	13,211.0
Part-time Counselors	0.0	n/a	1.0	1,126.0
Total Minority Staff:	9.1	12.3%	20.4%	51.5%
Teachers by Ethnicity:				
African American	2.0	3.7%	2.1%	11.1%
Hispanic	2.1	3.9%	6.7%	28.4%
White	50.2	92.5%	90.2%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.4%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	13.0	23.9%	15.2%	23.8%
Females	41.4	76.1%	84.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	31.7	58.4%	68.5%	73.0%
Masters	22.6	41.6%	30.7%	25.0%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.8%	6.7%
1-5 Years Experience	8.0	14.7%	14.5%	27.8%
6-10 Years Experience	12.6	23.3%	20.7%	20.3%
11-20 Years Experience	22.9	42.2%	43.7%	29.1%
21-30 Years Experience	10.8	19.8%	18.6%	13.0%
Over 30 Years Experience	0.0	0.0%	1.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	12.9	n/a	13.4	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	7.8	6.4
Average Years Experience of Principals with District	13.0	7.1	5.5
Average Years Experience of Assistant Principals	7.0	7.0	5.5
Average Years Experience of Assistant Principals with District	5.0	4.6	4.8
Average Years Experience of Teachers:	14.0	14.2	11.2
Average Years Experience of Teachers with District:	7.0	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$62,625	\$50,849
1-5 Years Experience	\$64,091	\$63,747	\$53,288
6-10 Years Experience	\$69,463	\$70,324	\$56,282
11-20 Years Experience	\$76,211	\$76,678	\$59,900
21-30 Years Experience	\$80,747	\$81,608	\$64,637
Over 30 Years Experience	-	\$84,259	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$73,754	\$74,424	\$57,641
Professional Support	\$81,396	\$84,272	\$68,030
Campus Administration (School Leadership)	\$108,794	\$98,768	\$83,424
Instructional Staff Percent:	n/a	63.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.3	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.1%	1.6%	6.2%
Career and Technical Education	1.1	2.0%	3.7%	5.1%
Compensatory Education	1.1	2.0%	3.6%	2.8%
Gifted and Talented Education	0.0	0.0%	1.2%	1.8%
Regular Education	47.0	86.6%	78.1%	71.0%
Special Education	5.1	9.3%	11.8%	9.4%
Other	0.0	0.0%	0.0%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL MIDDLE NORTH (036902042) - BARBERS HILL ISD - CHAMBERS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: BARBERS HILL ISD

Campus Name: BARBERS HILL MIDDLE SOUTH

Campus Number: 036902043

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	87%	87%	86%	86%	88%	*	*	-	*	56%	*	89%	82%	79%	44%
	2019	68%	78%	75%	43%	68%	79%	-	*	-	*	17%	83%	74%	78%	53%	58%
At Meets Grade Level or Above	2021	32%	56%	54%	71%	47%	58%	*	*	-	*	0%	*	54%	53%	42%	17%
	2019	37%	49%	48%	29%	33%	55%	-	*	-	*	7%	17%	51%	41%	31%	17%
At Masters Grade Level	2021	15%	32%	29%	43%	23%	32%	*	*	-	*	0%	*	30%	28%	18%	6%
	2019	18%	24%	25%	14%	14%	30%	-	*	-	*	3%	17%	26%	22%	8%	17%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	94%	96%	71%	99%	96%	*	*	-	*	78%	*	98%	89%	91%	89%
	2019	81%	96%	93%	71%	89%	95%	-	*	-	*	59%	83%	93%	94%	82%	75%
At Meets Grade Level or Above	2021	36%	73%	77%	71%	73%	80%	*	*	-	*	33%	*	82%	65%	66%	50%
	2019	47%	71%	68%	29%	58%	74%	-	*	-	*	10%	50%	67%	70%	49%	58%
At Masters Grade Level	2021	15%	47%	49%	43%	42%	55%	*	*	-	*	6%	*	54%	36%	30%	22%
	2019	21%	43%	42%	29%	39%	45%	-	*	-	*	7%	17%	41%	45%	27%	33%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	86%	88%	*	84%	91%	-	*	-	*	41%	100%	90%	84%	83%	100%
	2019	76%	91%	93%	*	88%	94%	-	*	-	100%	55%	*	96%	85%	85%	86%
At Meets Grade Level or Above	2021	45%	67%	70%	*	61%	74%	-	*	-	*	15%	80%	71%	66%	60%	50%
	2019	49%	69%	74%	*	67%	74%	-	*	-	100%	27%	*	77%	60%	59%	71%
At Masters Grade Level	2021	25%	44%	46%	*	39%	49%	-	*	-	*	4%	20%	47%	41%	33%	25%
	2019	29%	41%	43%	*	35%	44%	-	*	-	67%	18%	*	48%	27%	27%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	91%	91%	*	87%	93%	-	*	-	*	37%	100%	92%	86%	88%	92%
	2019	75%	91%	96%	*	89%	98%	-	*	-	88%	80%	*	96%	95%	86%	86%
At Meets Grade Level or Above	2021	27%	69%	74%	*	66%	78%	-	*	-	*	7%	80%	78%	61%	62%	67%
	2019	43%	68%	79%	*	76%	81%	-	*	-	88%	30%	*	82%	72%	68%	57%
At Masters Grade Level	2021	12%	44%	47%	*	39%	51%	-	*	-	*	0%	40%	51%	32%	28%	42%
	2019	17%	24%	32%	*	24%	34%	-	*	-	25%	10%	*	32%	30%	16%	0%
Grade 7 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	63%	80%	80%	*	70%	85%	-	*	-	*	29%	80%	81%	75%	71%	67%
	2019	70%	87%	92%	*	90%	93%	-	*	-	89%	64%	*	95%	85%	83%	71%
At Meets Grade Level or Above	2021	33%	53%	58%	*	49%	61%	-	*	-	*	7%	20%	60%	50%	47%	50%
	2019	42%	60%	70%	*	67%	69%	-	*	-	89%	36%	*	74%	56%	49%	29%
At Masters Grade Level	2021	10%	22%	28%	*	19%	31%	-	*	-	*	0%	0%	30%	20%	14%	0%
	2019	18%	30%	33%	*	35%	31%	-	*	-	56%	9%	*	34%	29%	15%	0%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	88%	88%	60%	81%	93%	*	*	-	100%	44%	*	90%	83%	79%	64%
	2019	86%	97%	96%	100%	95%	96%	-	-	-	*	65%	100%	97%	92%	93%	94%
At Meets Grade Level or Above	2021	46%	66%	67%	60%	56%	71%	*	*	-	100%	16%	*	71%	54%	46%	27%
	2019	55%	74%	76%	50%	78%	75%	-	-	-	*	17%	100%	79%	65%	60%	69%
At Masters Grade Level	2021	21%	33%	38%	10%	29%	44%	*	*	-	40%	3%	*	40%	33%	20%	27%
	2019	28%	43%	47%	17%	43%	50%	-	-	-	*	0%	60%	48%	42%	28%	19%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	91%	93%	88%	93%	93%	*	*	-	100%	66%	*	94%	89%	94%	78%
	2019	88%	98%	97%	100%	98%	97%	-	-	-	*	71%	100%	99%	92%	95%	94%
At Meets Grade Level or Above	2021	36%	69%	74%	50%	71%	76%	*	*	-	100%	34%	*	76%	69%	70%	33%
	2019	57%	87%	87%	100%	87%	86%	-	-	-	*	33%	83%	90%	76%	80%	75%
At Masters Grade Level	2021	11%	28%	35%	25%	31%	38%	*	*	-	60%	0%	*	34%	38%	31%	11%
	2019	17%	46%	49%	29%	47%	51%	-	-	-	*	4%	33%	53%	36%	34%	19%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	86%	83%	60%	76%	87%	*	*	-	100%	31%	*	86%	75%	68%	45%
	2019	81%	96%	97%	100%	95%	97%	-	-	-	*	68%	100%	98%	92%	92%	94%
At Meets Grade Level or Above	2021	43%	68%	69%	50%	56%	75%	*	*	-	100%	19%	*	70%	68%	56%	18%
	2019	51%	83%	84%	83%	79%	87%	-	-	-	*	27%	100%	89%	70%	71%	75%
At Masters Grade Level	2021	24%	45%	45%	10%	27%	54%	*	*	-	100%	13%	*	47%	41%	30%	9%
	2019	25%	55%	58%	17%	50%	65%	-	-	-	*	9%	40%	62%	48%	41%	44%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	79%	76%	50%	71%	79%	*	*	-	100%	25%	*	80%	66%	59%	45%
	2019	69%	88%	86%	100%	81%	88%	-	-	-	*	22%	100%	90%	77%	73%	63%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	28%	50%	48%	30%	40%	52%	*	*	-	80%	9%	*	50%	43%	34%	9%
	2019	37%	62%	67%	83%	56%	71%	-	-	-	*	13%	80%	70%	58%	49%	31%
At Masters Grade Level	2021	14%	27%	25%	0%	23%	27%	*	*	-	80%	3%	*	27%	21%	16%	9%
	2019	21%	39%	42%	33%	36%	45%	-	-	-	*	9%	60%	45%	31%	32%	31%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	98%	100%	*	100%	100%	-	-	-	-	-	-	100%	100%	*	*
	2019	85%	96%	100%	-	100%	100%	-	-	-	*	-	*	100%	100%	*	-
At Meets Grade Level or Above	2021	41%	76%	98%	*	100%	97%	-	-	-	-	-	-	97%	100%	*	*
	2019	61%	85%	100%	-	100%	100%	-	-	-	*	-	*	100%	100%	*	-
At Masters Grade Level	2021	23%	49%	79%	*	88%	76%	-	-	-	-	-	-	81%	69%	*	*
	2019	37%	63%	100%	-	100%	100%	-	-	-	*	-	*	100%	100%	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	89%	87%	68%	83%	90%	60%	85%	-	92%	43%	86%	89%	81%	79%	70%
	2019	78%	92%	92%	88%	89%	93%	-	100%	-	91%	52%	95%	93%	88%	83%	81%
At Meets Grade Level or Above	2021	41%	68%	66%	54%	58%	71%	40%	77%	-	74%	16%	54%	69%	60%	54%	37%
	2019	50%	73%	73%	66%	68%	75%	-	63%	-	87%	20%	75%	76%	64%	58%	55%
At Masters Grade Level	2021	18%	39%	40%	22%	31%	44%	10%	31%	-	53%	3%	17%	42%	33%	25%	18%
	2019	24%	42%	43%	26%	38%	46%	-	50%	-	40%	7%	39%	45%	36%	27%	22%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	88%	88%	70%	84%	90%	*	80%	-	92%	45%	92%	90%	83%	80%	66%
	2019	75%	89%	88%	76%	84%	90%	-	*	-	88%	41%	93%	89%	85%	78%	80%
At Meets Grade Level or Above	2021	45%	67%	64%	60%	55%	68%	*	60%	-	67%	12%	67%	66%	57%	49%	29%
	2019	48%	68%	65%	53%	60%	68%	-	*	-	88%	14%	67%	69%	55%	50%	51%
At Masters Grade Level	2021	18%	34%	38%	25%	30%	42%	*	20%	-	33%	3%	17%	39%	33%	23%	17%
	2019	21%	35%	38%	24%	31%	41%	-	*	-	50%	5%	40%	41%	31%	21%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	93%	94%	80%	94%	95%	*	80%	-	92%	58%	100%	95%	89%	91%	88%
	2019	82%	96%	96%	88%	93%	97%	-	*	-	94%	67%	93%	96%	94%	89%	86%
At Meets Grade Level or Above	2021	37%	73%	78%	65%	72%	81%	*	80%	-	67%	25%	75%	81%	68%	66%	54%
	2019	52%	78%	79%	59%	76%	82%	-	*	-	81%	22%	73%	81%	75%	67%	66%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	45%	48%	35%	41%	53%	*	40%	-	42%	1%	33%	52%	38%	30%	29%
	2019	26%	48%	46%	29%	43%	49%	-	*	-	25%	6%	27%	48%	42%	29%	20%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	77%	80%	*	70%	85%	-	*	-	*	29%	80%	81%	75%	71%	67%
	2019	68%	86%	92%	*	90%	93%	-	*	-	89%	64%	*	95%	85%	83%	71%
At Meets Grade Level or Above	2021	30%	49%	58%	*	49%	61%	-	*	-	*	7%	20%	60%	50%	47%	50%
	2019	38%	56%	70%	*	67%	69%	-	*	-	89%	36%	*	74%	56%	49%	29%
At Masters Grade Level	2021	9%	18%	28%	*	19%	31%	-	*	-	*	0%	0%	30%	20%	14%	0%
	2019	14%	24%	33%	*	35%	31%	-	*	-	56%	9%	*	34%	29%	15%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	90%	83%	60%	76%	87%	*	*	-	100%	31%	*	86%	75%	68%	45%
	2019	81%	96%	97%	100%	95%	97%	-	-	-	*	68%	100%	98%	92%	92%	94%
At Meets Grade Level or Above	2021	44%	73%	69%	50%	56%	75%	*	*	-	100%	19%	*	70%	68%	56%	18%
	2019	54%	84%	84%	83%	79%	87%	-	-	-	*	27%	100%	89%	70%	71%	75%
At Masters Grade Level	2021	20%	42%	45%	10%	27%	54%	*	*	-	100%	13%	*	47%	41%	30%	9%
	2019	25%	51%	58%	17%	50%	65%	-	-	-	*	9%	40%	62%	48%	41%	44%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	88%	76%	50%	71%	79%	*	*	-	100%	25%	*	80%	66%	59%	45%
	2019	81%	92%	86%	100%	81%	88%	-	-	-	*	22%	100%	90%	77%	73%	63%
At Meets Grade Level or Above	2021	49%	70%	48%	30%	40%	52%	*	*	-	80%	9%	*	50%	43%	34%	9%
	2019	55%	75%	67%	83%	56%	71%	-	-	-	*	13%	80%	70%	58%	49%	31%
At Masters Grade Level	2021	29%	48%	25%	0%	23%	27%	*	*	-	80%	3%	*	27%	21%	16%	9%
	2019	33%	52%	42%	33%	36%	45%	-	-	-	*	9%	60%	45%	31%	32%	31%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	42	42	33	33	47	-	*	-	*	17	33	41	48	30	27
	2018	47	52	54	*	48	56	-	*	-	50	42	*	56	46	59	*
Grade 6 Mathematics	2019	54	66	62	50	54	66	-	*	-	*	28	42	57	74	44	42
	2018	56	49	53	*	50	51	-	*	-	94	60	-	49	68	54	*
Grade 7 ELA/Reading	2019	77	83	82	*	81	80	-	*	-	100	75	*	82	82	79	86
	2018	76	81	82	*	80	82	-	-	-	*	75	*	82	80	81	96
Grade 7 Mathematics	2019	62	77	77	*	76	77	-	*	-	69	72	*	76	81	64	43
	2018	67	78	83	67	77	87	-	-	-	*	67	*	85	76	71	67
Grade 8 ELA/Reading	2019	77	85	86	83	92	83	-	-	-	*	75	100	87	85	85	97
	2018	79	79	79	*	87	77	*	*	-	*	89	*	80	72	79	94
Grade 8 Mathematics	2019	82	92	90	100	93	88	-	-	-	*	87	83	89	93	94	88
	2018	81	94	93	*	96	92	-	*	-	*	100	*	94	86	95	88
End of Course Algebra I	2019	75	84	100	-	100	100	-	-	-	*	-	*	100	100	*	-
	2018	72	88	100	*	100	100	*	-	-	*	-	-	100	100	100	*
All Grades Both Subjects	2019	69	76	74	75	73	74	-	*	-	73	52	68	73	77	68	67
	2018	69	76	77	67	77	77	*	58	-	78	75	85	77	73	75	81
All Grades ELA/Reading	2019	68	72	70	69	69	69	-	*	-	81	48	73	69	71	66	72
	2018	69	72	72	73	74	72	*	*	-	68	72	92	73	68	73	92
All Grades Mathematics	2019	70	81	78	81	77	78	-	*	-	66	57	63	76	84	71	63
	2018	70	80	81	63	79	81	*	*	-	88	76	79	81	78	76	71

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	89%	87%	-	-	-	-	-	-	61%	-	61%	-	86%	88%	63%	89%
	2019	78%	92%	92%	-	-	-	-	-	-	68%	-	68%	-	-	-	68%	-
At Meets Grade Level or Above	2021	41%	68%	66%	-	-	-	-	-	-	29%	-	29%	-	14%	68%	28%	73%
	2019	50%	73%	73%	-	-	-	-	-	-	40%	-	40%	-	-	-	40%	-
At Masters Grade Level	2021	18%	39%	40%	-	-	-	-	-	-	11%	-	11%	-	0%	41%	10%	36%
	2019	24%	42%	43%	-	-	-	-	-	-	14%	-	14%	-	-	-	14%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	88%	88%	-	-	-	-	-	-	52%	-	52%	-	*	89%	55%	97%
	2019	75%	89%	88%	-	-	-	-	-	-	61%	-	61%	-	-	-	61%	-
At Meets Grade Level or Above	2021	45%	67%	64%	-	-	-	-	-	-	19%	-	19%	-	*	65%	17%	77%
	2019	48%	68%	65%	-	-	-	-	-	-	28%	-	28%	-	-	-	28%	-
At Masters Grade Level	2021	18%	34%	38%	-	-	-	-	-	-	7%	-	7%	-	*	39%	7%	43%
	2019	21%	35%	38%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	93%	94%	-	-	-	-	-	-	85%	-	85%	-	*	94%	86%	97%
	2019	82%	96%	96%	-	-	-	-	-	-	72%	-	72%	-	-	-	72%	-
At Meets Grade Level or Above	2021	37%	73%	78%	-	-	-	-	-	-	48%	-	48%	-	*	79%	48%	83%
	2019	52%	78%	79%	-	-	-	-	-	-	56%	-	56%	-	-	-	56%	-
At Masters Grade Level	2021	18%	45%	48%	-	-	-	-	-	-	22%	-	22%	-	*	49%	21%	50%
	2019	26%	48%	46%	-	-	-	-	-	-	17%	-	17%	-	-	-	17%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	77%	80%	-	-	-	-	-	-	67%	-	67%	-	*	81%	71%	55%
	2019	68%	86%	92%	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Meets Grade Level or Above	2021	30%	49%	58%	-	-	-	-	-	-	50%	-	50%	-	*	58%	43%	55%
	2019	38%	56%	70%	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Masters Grade Level	2021	9%	18%	28%	-	-	-	-	-	-	0%	-	0%	-	*	30%	0%	0%
	2019	14%	24%	33%	-	-	-	-	-	-	*	-	*	-	-	-	*	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	90%	83%	-	-	-	-	-	-	33%	-	33%	-	*	84%	29%	92%
	2019	81%	96%	97%	-	-	-	-	-	-	89%	-	89%	-	-	-	89%	-
At Meets Grade Level or Above	2021	44%	73%	69%	-	-	-	-	-	-	0%	-	0%	-	*	71%	0%	75%
	2019	54%	84%	84%	-	-	-	-	-	-	56%	-	56%	-	-	-	56%	-
At Masters Grade Level	2021	20%	42%	45%	-	-	-	-	-	-	0%	-	0%	-	*	47%	0%	33%
	2019	25%	51%	58%	-	-	-	-	-	-	33%	-	33%	-	-	-	33%	-
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content- Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	88%	76%	-	-	-	-	-	-	17%	-	17%	-	*	77%	29%	83%
	2019	81%	92%	86%	-	-	-	-	-	-	56%	-	56%	-	-	-	56%	-
At Meets Grade Level or Above	2021	49%	70%	48%	-	-	-	-	-	-	0%	-	0%	-	*	50%	0%	50%
	2019	55%	75%	67%	-	-	-	-	-	-	22%	-	22%	-	-	-	22%	-
At Masters Grade Level	2021	29%	48%	25%	-	-	-	-	-	-	0%	-	0%	-	*	27%	0%	17%
	2019	33%	52%	42%	-	-	-	-	-	-	22%	-	22%	-	-	-	22%	-

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- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	99%	100%	99%	99%	100%	100%	-	100%	98%	100%	99%	99%	98%	100%
Included in Accountability	83%	96%	96%	86%	95%	97%	100%	100%	-	100%	96%	100%	97%	95%	93%	98%
Not Included in Accountability: Mobile	3%	4%	3%	14%	4%	1%	0%	0%	-	0%	2%	0%	2%	4%	5%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	1%	1%	0%	1%	1%	0%	0%	-	0%	2%	0%	1%	1%	2%	0%
Absent	2%	0%	1%	0%	0%	1%	0%	0%	-	0%	1%	0%	0%	1%	1%	0%
Other	10%	0%	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	1%	0%	1%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	96%	86%	96%	96%	-	100%	-	92%	92%	94%	98%	90%	92%	90%
Not Included in Accountability: Mobile	4%	4%	4%	14%	4%	3%	-	0%	-	8%	7%	6%	2%	10%	8%	10%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	99.1%	99.2%	99.3%	99.3%	99.1%	*	*	-	99.4%	98.4%	99.1%	99.7%
2018-19	95.4%	96.4%	96.3%	97.4%	96.8%	96.0%	*	*	-	96.2%	94.9%	96.1%	97.3%
Chronic Absenteeism													
2019-20	6.7%	3.2%	2.8%	0.0%	1.9%	3.0%	*	*	-	5.0%	8.4%	1.9%	0.0%
2018-19	11.4%	5.5%	6.0%	0.0%	2.9%	7.7%	0.0%	*	-	5.6%	12.5%	8.2%	0.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	98.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	370	360,220
By Ethnicity:				
African American	-	-	15	44,729
Hispanic	-	-	107	184,060
White	-	-	232	105,215
American Indian	-	-	1	1,226
Asian	-	-	7	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	17	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	352	292,532
Special Education Graduates	-	-	21	29,018
Economically Disadvantaged Graduates	-	-	75	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	7	29,639
At-Risk Graduates	-	-	101	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	806	100.0%	6,410	5,359,040	806	100.0%	6,424	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.6%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.5%	3.7%
Kindergarten	0	0.0%	7.1%	6.7%	0	0.0%	7.1%	6.7%
Grade 1	0	0.0%	8.3%	7.1%	0	0.0%	8.3%	7.1%
Grade 2	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 5	0	0.0%	8.2%	7.4%	0	0.0%	8.1%	7.4%
Grade 6	274	34.0%	7.9%	7.7%	274	34.0%	7.8%	7.7%
Grade 7	255	31.6%	7.4%	7.9%	255	31.6%	7.4%	7.8%
Grade 8	277	34.4%	8.3%	7.9%	277	34.4%	8.3%	7.9%
Grade 9	0	0.0%	7.1%	8.1%	0	0.0%	7.1%	8.1%
Grade 10	0	0.0%	7.7%	7.8%	0	0.0%	7.7%	7.8%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.0%	6.8%	0	0.0%	6.0%	6.8%
Ethnic Distribution:								
African American	23	2.9%	3.6%	12.7%	23	2.9%	3.5%	12.7%
Hispanic	240	29.8%	26.4%	52.9%	240	29.8%	26.4%	52.9%
White	521	64.6%	65.2%	26.5%	521	64.6%	65.3%	26.5%
American Indian	3	0.4%	0.3%	0.3%	3	0.4%	0.3%	0.3%
Asian	6	0.7%	1.3%	4.7%	6	0.7%	1.3%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	13	1.6%	3.2%	2.7%	13	1.6%	3.2%	2.7%
Sex:								
Female	392	48.6%	49.2%	48.9%	392	48.6%	49.1%	48.9%
Male	414	51.4%	50.8%	51.1%	414	51.4%	50.9%	51.1%
Economically Disadvantaged	188	23.3%	24.5%	60.3%	188	23.3%	24.5%	60.2%
Non-Educationally Disadvantaged	618	76.7%	75.5%	39.7%	618	76.7%	75.5%	39.8%
Section 504 Students	81	10.0%	6.3%	7.2%	81	10.0%	6.3%	7.2%
EB Students/EL	30	3.7%	3.7%	20.7%	30	3.7%	3.7%	20.6%
Students w/ Disciplinary Placements (2019-20)	13	1.7%	1.1%	1.2%				
Students w/ Dyslexia	52	6.5%	3.8%	4.5%	52	6.5%	3.8%	4.5%
Foster Care	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.2%	1.1%	0	0.0%	0.2%	1.1%
Immigrant	1	0.1%	0.3%	2.0%	1	0.1%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	48.6%	64.5%	0	0.0%	48.7%	64.5%
Military Connected	72	8.9%	8.8%	2.7%	72	8.9%	8.8%	2.7%
At-Risk	178	22.1%	30.8%	49.2%	178	22.1%	30.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	29	3.6%	3.8%	21.0%	29	3.6%	3.8%	20.9%
Gifted and Talented Education	61	7.6%	7.1%	8.3%	61	7.6%	7.1%	8.3%
Special Education	79	9.8%	10.2%	11.1%	79	9.8%	10.4%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	79							
By Type of Primary Disability								
Students with Intellectual Disabilities	36	45.6%	34.5%	42.5%				
Students with Physical Disabilities	*	*	25.0%	21.3%				
Students with Autism	**	**	17.6%	14.1%				
Students with Behavioral Disabilities	27	34.2%	19.9%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	3.1%	1.5%				
Mobility (2019-20):								
Total Mobile Students	48	6.1%	8.6%	13.8%				
By Ethnicity:								
African American	3	0.4%	0.6%	2.8%				
Hispanic	10	1.3%	2.5%	7.1%				
White	34	4.3%	5.1%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	9	10.8%	13.9%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	9.5%	11.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	18	10.7%	15.7%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	33	6.3%	10.2%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.7%	1.4%	-	3.7%	4.8%
Grade 1	-	1.0%	1.9%	-	7.1%	3.2%
Grade 2	-	0.0%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	0.0%	0.6%
Grade 4	-	0.2%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	0.0%	0.2%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.8%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	1.1%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.9	17.7
Grade 1	-	18.9	18.0
Grade 2	-	18.1	18.0
Grade 3	-	18.4	18.2
Grade 4	-	19.8	18.3
Grade 5	-	20.7	19.8
Grade 6	20.7	20.6	19.4
Secondary:			
English/Language Arts	17.6	19.4	15.7
Foreign Languages	20.6	20.5	17.8
Mathematics	18.1	19.4	16.9
Science	17.6	20.0	17.9
Social Studies	19.8	21.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	75.1	100.0%	100.0%	100.0%
Professional Staff:	66.2	88.2%	62.4%	64.3%
Teachers	59.1	78.7%	49.2%	49.6%
Professional Support	4.1	5.4%	9.6%	10.6%
Campus Administration (School Leadership)	3.0	4.0%	2.4%	3.0%
Educational Aides:	8.9	11.8%	11.8%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,290.0
Part-time Librarians	1.0	n/a	2.0	582.0
Full-time Counselors	2.0	n/a	14.0	13,211.0
Part-time Counselors	0.0	n/a	1.0	1,126.0
Total Minority Staff:	8.1	10.8%	20.4%	51.5%
Teachers by Ethnicity:				
African American	1.0	1.7%	2.1%	11.1%
Hispanic	2.1	3.6%	6.7%	28.4%
White	55.0	93.1%	90.2%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.7%	0.4%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.4%	1.2%
Teachers by Sex:				
Males	6.9	11.6%	15.2%	23.8%
Females	52.3	88.4%	84.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	39.4	66.7%	68.5%	73.0%
Masters	19.7	33.3%	30.7%	25.0%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.8%	6.7%
1-5 Years Experience	2.1	3.5%	14.5%	27.8%
6-10 Years Experience	11.6	19.7%	20.7%	20.3%
11-20 Years Experience	34.0	57.5%	43.7%	29.1%
21-30 Years Experience	11.4	19.3%	18.6%	13.0%
Over 30 Years Experience	0.0	0.0%	1.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.6	n/a	13.4	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.8	6.4
Average Years Experience of Principals with District	2.0	7.1	5.5
Average Years Experience of Assistant Principals	5.0	7.0	5.5
Average Years Experience of Assistant Principals with District	5.0	4.6	4.8
Average Years Experience of Teachers:	15.1	14.2	11.2
Average Years Experience of Teachers with District:	6.6	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$62,625	\$50,849
1-5 Years Experience	\$63,874	\$63,747	\$53,288
6-10 Years Experience	\$69,525	\$70,324	\$56,282
11-20 Years Experience	\$76,287	\$76,678	\$59,900
21-30 Years Experience	\$81,498	\$81,608	\$64,637
Over 30 Years Experience	-	\$84,259	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$75,524	\$74,424	\$57,641
Professional Support	\$79,191	\$84,272	\$68,030
Campus Administration (School Leadership)	\$94,224	\$98,768	\$83,424
Instructional Staff Percent:	n/a	63.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.3	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.2%	1.6%	6.2%
Career and Technical Education	1.3	2.2%	3.7%	5.1%
Compensatory Education	1.5	2.5%	3.6%	2.8%
Gifted and Talented Education	0.0	0.0%	1.2%	1.8%
Regular Education	52.3	88.5%	78.1%	71.0%
Special Education	3.9	6.6%	11.8%	9.4%
Other	0.0	0.0%	0.0%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL MIDDLE SOUTH (036902043) - BARBERS HILL ISD - CHAMBERS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: BARBERS HILL ISD

Campus Name: BARBERS HILL H S

Campus Number: 036902001

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	89%	89%	73%	87%	90%	*	100%	-	94%	47%	80%	93%	78%	81%	50%
	2019	68%	83%	83%	69%	81%	83%	*	100%	-	81%	26%	80%	84%	78%	72%	65%
At Meets Grade Level or Above	2021	50%	74%	75%	60%	70%	77%	*	100%	-	83%	26%	80%	79%	63%	60%	42%
	2019	50%	73%	73%	62%	68%	74%	*	100%	-	63%	15%	80%	75%	67%	63%	47%
At Masters Grade Level	2021	12%	25%	25%	13%	23%	25%	*	67%	-	28%	2%	20%	28%	15%	9%	8%
	2019	11%	24%	24%	15%	18%	27%	*	50%	-	13%	7%	20%	25%	21%	11%	12%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	87%	87%	88%	83%	88%	*	100%	-	100%	50%	100%	92%	72%	77%	69%
	2019	68%	85%	85%	82%	82%	86%	-	100%	-	80%	47%	86%	86%	81%	78%	55%
At Meets Grade Level or Above	2021	57%	76%	76%	81%	71%	77%	*	100%	-	100%	28%	100%	81%	62%	64%	56%
	2019	49%	72%	72%	64%	74%	73%	-	82%	-	60%	25%	71%	75%	63%	62%	9%
At Masters Grade Level	2021	11%	16%	16%	0%	10%	19%	*	50%	-	0%	3%	0%	17%	10%	10%	6%
	2019	8%	15%	15%	9%	13%	16%	-	9%	-	0%	9%	14%	19%	3%	9%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	98%	96%	100%	98%	96%	-	*	-	100%	80%	*	98%	91%	92%	91%
	2019	85%	96%	95%	88%	95%	95%	*	*	-	86%	59%	*	96%	90%	90%	89%
At Meets Grade Level or Above	2021	41%	76%	66%	62%	63%	66%	-	*	-	71%	29%	*	71%	50%	58%	55%
	2019	61%	85%	81%	75%	82%	81%	*	*	-	86%	32%	*	83%	74%	75%	67%
At Masters Grade Level	2021	23%	49%	37%	31%	36%	38%	-	*	-	29%	2%	*	42%	23%	25%	36%
	2019	37%	63%	53%	50%	52%	53%	*	*	-	57%	12%	*	54%	50%	45%	56%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	94%	94%	100%	95%	94%	*	100%	-	88%	68%	100%	96%	90%	89%	82%
	2019	88%	98%	98%	100%	98%	98%	*	100%	-	93%	73%	*	98%	96%	97%	91%
At Meets Grade Level or Above	2021	55%	84%	85%	79%	82%	86%	*	100%	-	82%	49%	100%	88%	75%	72%	36%
	2019	62%	88%	88%	90%	83%	88%	*	100%	-	93%	27%	*	89%	84%	80%	73%
At Masters Grade Level	2021	22%	41%	41%	29%	42%	41%	*	57%	-	41%	12%	60%	45%	31%	32%	18%
	2019	25%	49%	49%	40%	40%	52%	*	83%	-	27%	12%	*	51%	41%	39%	27%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	98%	98%	100%	95%	100%	*	100%	-	94%	76%	*	98%	99%	97%	88%
	2019	93%	97%	97%	94%	97%	97%	*	100%	-	100%	68%	*	98%	95%	94%	75%
At Meets Grade Level or Above	2021	69%	94%	94%	88%	90%	96%	*	100%	-	94%	52%	*	94%	96%	93%	88%
	2019	73%	91%	91%	88%	87%	93%	*	100%	-	86%	42%	*	94%	80%	82%	50%
At Masters Grade Level	2021	43%	73%	73%	50%	66%	77%	*	60%	-	65%	24%	*	74%	69%	63%	25%
	2019	45%	67%	67%	50%	63%	70%	*	100%	-	57%	16%	*	71%	55%	51%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	100%	100%	*	100%	100%	-	*	-	-	-	*	100%	*	*	-
At Meets Grade Level or Above	2021	69%	96%	96%	*	100%	95%	-	*	-	-	-	*	99%	*	*	-
At Masters Grade Level	2021	14%	11%	11%	*	0%	15%	-	*	-	-	-	*	10%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	89%	93%	91%	91%	94%	100%	100%	-	95%	63%	95%	95%	85%	87%	74%
	2019	78%	92%	91%	86%	90%	91%	100%	100%	-	87%	51%	91%	92%	88%	85%	73%
At Meets Grade Level or Above	2021	41%	68%	80%	74%	76%	82%	100%	100%	-	85%	35%	95%	84%	68%	69%	53%
	2019	50%	73%	80%	74%	78%	81%	100%	91%	-	77%	26%	87%	83%	73%	72%	48%
At Masters Grade Level	2021	18%	39%	37%	20%	33%	39%	50%	53%	-	36%	7%	24%	40%	28%	27%	17%
	2019	24%	42%	40%	29%	36%	42%	50%	55%	-	29%	10%	39%	43%	32%	30%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	88%	88%	81%	85%	89%	*	100%	-	96%	48%	91%	92%	75%	79%	61%
	2019	75%	89%	84%	77%	82%	84%	*	100%	-	81%	35%	83%	85%	80%	74%	61%
At Meets Grade Level or Above	2021	45%	67%	76%	71%	70%	77%	*	100%	-	88%	27%	91%	80%	63%	62%	50%
	2019	48%	68%	72%	63%	71%	73%	*	88%	-	62%	19%	75%	75%	65%	63%	32%
At Masters Grade Level	2021	18%	34%	20%	6%	16%	22%	*	57%	-	19%	2%	9%	23%	12%	10%	7%
	2019	21%	35%	20%	11%	15%	22%	*	24%	-	8%	8%	17%	22%	12%	10%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	93%	97%	100%	98%	96%	-	*	-	100%	80%	*	99%	91%	92%	91%
	2019	82%	96%	95%	88%	95%	95%	*	*	-	86%	59%	*	96%	90%	90%	89%
At Meets Grade Level or Above	2021	37%	73%	71%	69%	68%	72%	-	*	-	71%	29%	*	78%	49%	59%	55%
	2019	52%	78%	81%	75%	82%	81%	*	*	-	86%	32%	*	83%	74%	75%	67%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	45%	32%	25%	31%	33%	-	*	-	29%	2%	*	35%	24%	24%	36%
	2019	26%	48%	53%	50%	52%	53%	*	*	-	57%	12%	*	54%	50%	45%	56%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	90%	94%	100%	95%	94%	*	100%	-	88%	68%	100%	96%	90%	89%	82%
	2019	81%	96%	98%	100%	98%	98%	*	100%	-	93%	73%	*	98%	96%	97%	91%
At Meets Grade Level or Above	2021	44%	73%	85%	79%	82%	86%	*	100%	-	82%	49%	100%	88%	75%	72%	36%
	2019	54%	84%	88%	90%	83%	88%	*	100%	-	93%	27%	*	89%	84%	80%	73%
At Masters Grade Level	2021	20%	42%	41%	29%	42%	41%	*	57%	-	41%	12%	60%	45%	31%	32%	18%
	2019	25%	51%	49%	40%	40%	52%	*	83%	-	27%	12%	*	51%	41%	39%	27%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	88%	98%	100%	95%	100%	*	100%	-	94%	76%	*	98%	99%	97%	88%
	2019	81%	92%	97%	94%	97%	97%	*	100%	-	100%	68%	*	98%	95%	94%	75%
At Meets Grade Level or Above	2021	49%	70%	94%	88%	90%	96%	*	100%	-	94%	52%	*	94%	96%	93%	88%
	2019	55%	75%	91%	88%	87%	93%	*	100%	-	86%	42%	*	94%	80%	82%	50%
At Masters Grade Level	2021	29%	48%	73%	50%	66%	77%	*	60%	-	65%	24%	*	74%	69%	63%	25%
	2019	33%	52%	67%	50%	63%	70%	*	100%	-	57%	16%	*	71%	55%	51%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	69	69	71	64	70	-	82	-	63	65	64	70	65	65	58
	2018	67	71	71	73	71	71	*	75	-	75	60	*	70	73	72	43
End of Course Algebra I	2019	75	84	79	100	82	78	*	*	-	83	45	*	78	82	73	78
	2018	72	88	85	75	90	84	-	100	-	83	78	80	83	93	85	100
All Grades Both Subjects	2019	69	76	74	78	73	74	*	80	-	75	54	75	74	73	70	70
	2018	69	76	77	74	79	77	*	89	-	79	70	75	76	83	78	71
All Grades ELA/Reading	2019	68	72	69	71	64	70	-	82	-	63	65	64	70	65	65	58
	2018	69	72	71	73	71	71	*	75	-	75	60	*	70	73	72	43
All Grades Mathematics	2019	70	81	79	100	82	78	*	*	-	83	45	*	78	82	73	78
	2018	70	80	85	75	90	84	-	100	-	83	78	80	83	93	85	100

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content- Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	89%	93%	-	-	-	-	-	-	65%	-	65%	-	-	94%	65%	94%
	2019	78%	92%	91%	-	-	-	-	-	-	57%	-	57%	-	-		57%	
At Meets Grade Level or Above	2021	41%	68%	80%	-	-	-	-	-	-	37%	-	37%	-	-	81%	37%	83%
	2019	50%	73%	80%	-	-	-	-	-	-	26%	-	26%	-	-		26%	
At Masters Grade Level	2021	18%	39%	37%	-	-	-	-	-	-	7%	-	7%	-	-	38%	7%	41%
	2019	24%	42%	40%	-	-	-	-	-	-	0%	-	0%	-	-		0%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	88%	88%	-	-	-	-	-	-	48%	-	48%	-	-	89%	48%	88%
	2019	75%	89%	84%	-	-	-	-	-	-	45%	-	45%	-	-		45%	
At Meets Grade Level or Above	2021	45%	67%	76%	-	-	-	-	-	-	33%	-	33%	-	-	76%	33%	81%
	2019	48%	68%	72%	-	-	-	-	-	-	10%	-	10%	-	-		10%	
At Masters Grade Level	2021	18%	34%	20%	-	-	-	-	-	-	0%	-	0%	-	-	21%	0%	21%
	2019	21%	35%	20%	-	-	-	-	-	-	0%	-	0%	-	-		0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	93%	97%	-	-	-	-	-	-	89%	-	89%	-	-	97%	89%	100%
	2019	82%	96%	95%	-	-	-	-	-	-	*	-	*	-	-		*	
At Meets Grade Level or Above	2021	37%	73%	71%	-	-	-	-	-	-	44%	-	44%	-	-	71%	44%	90%
	2019	52%	78%	81%	-	-	-	-	-	-	*	-	*	-	-		*	
At Masters Grade Level	2021	18%	45%	32%	-	-	-	-	-	-	22%	-	22%	-	-	32%	22%	50%
	2019	26%	48%	53%	-	-	-	-	-	-	*	-	*	-	-		*	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	90%	94%	-	-	-	-	-	-	78%	-	78%	-	-	94%	78%	100%
	2019	81%	96%	98%	-	-	-	-	-	-	*	-	*	-	-		*	
At Meets Grade Level or Above	2021	44%	73%	85%	-	-	-	-	-	-	22%	-	22%	-	-	86%	22%	81%
	2019	54%	84%	88%	-	-	-	-	-	-	*	-	*	-	-		*	
At Masters Grade Level	2021	20%	42%	41%	-	-	-	-	-	-	11%	-	11%	-	-	42%	11%	50%
	2019	25%	51%	49%	-	-	-	-	-	-	*	-	*	-	-		*	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	88%	98%	-	-	-	-	-	-	*	-	*	-	-	99%	*	96%
	2019	81%	92%	97%	-	-	-	-	-	-	71%	-	71%	-	-		71%	
At Meets Grade Level or Above	2021	49%	70%	94%	-	-	-	-	-	-	*	-	*	-	-	95%	*	84%
	2019	55%	75%	91%	-	-	-	-	-	-	57%	-	57%	-	-		57%	
At Masters Grade Level	2021	29%	48%	73%	-	-	-	-	-	-	*	-	*	-	-	75%	*	64%
	2019	33%	52%	67%	-	-	-	-	-	-	0%	-	0%	-	-		0%	

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	99%	100%	100%	99%	75%	100%	-	100%	100%	100%	99%	99%	100%	100%
Included in Accountability	83%	96%	96%	93%	94%	97%	50%	97%	-	94%	94%	100%	97%	90%	92%	87%
Not Included in Accountability: Mobile	3%	4%	4%	5%	5%	2%	25%	0%	-	6%	4%	0%	2%	9%	7%	7%
Not Included in Accountability: Other Exclusions	1%	0%	0%	1%	1%	0%	0%	3%	-	0%	1%	0%	0%	0%	1%	6%
Not Tested	12%	1%	1%	0%	0%	1%	25%	0%	-	0%	0%	0%	1%	1%	0%	0%
Absent	2%	0%	0%	0%	0%	0%	25%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	0%	0%	0%	0%	1%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	96%	92%	94%	98%	100%	97%	*	98%	94%	96%	98%	93%	93%	76%
Not Included in Accountability: Mobile	4%	4%	3%	4%	6%	2%	0%	0%	*	0%	3%	4%	2%	6%	6%	14%
Not Included in Accountability: Other Exclusions	1%	0%	0%	4%	0%	0%	0%	3%	*	2%	2%	0%	0%	1%	1%	11%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	99.1%	98.9%	98.5%	99.1%	98.8%	*	99.5%	*	99.0%	98.5%	98.4%	99.1%
2018-19	95.4%	96.4%	96.3%	97.0%	96.2%	96.2%	*	97.4%	*	96.2%	94.2%	95.3%	94.7%
Chronic Absenteeism													
2019-20	6.7%	3.2%	4.6%	11.0%	2.9%	5.1%	0.0%	3.0%	*	2.3%	7.4%	8.8%	2.7%
2018-19	11.4%	5.5%	8.3%	3.3%	10.0%	7.8%	42.9%	6.5%	*	6.7%	23.6%	13.2%	28.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	0.2%	1.4%	0.2%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.8%	0.0%
2018-19	1.9%	0.2%	0.2%	0.0%	0.0%	0.3%	0.0%	0.0%	*	0.0%	0.9%	0.6%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.9%	98.9%	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	5.4%	1.1%	1.1%	0.0%	0.0%	1.7%	*	0.0%	*	0.0%	0.0%	2.6%	0.0%
Graduates and TxCHSE	90.7%	98.9%	98.9%	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Graduates, TxCHSE, and Continuers	94.6%	98.9%	98.9%	100.0%	100.0%	98.3%	*	100.0%	*	100.0%	100.0%	97.4%	100.0%
Class of 2019													
Graduated	90.0%	99.4%	99.4%	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
Received TxCHSE	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	3.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	5.9%	0.6%	0.6%	0.0%	0.0%	0.8%	*	0.0%	-	0.0%	0.0%	1.8%	*
Graduates and TxCHSE	90.4%	99.4%	99.4%	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
Graduates, TxCHSE, and Continuers	94.1%	99.4%	99.4%	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.4%	99.4%	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
Received TxCHSE	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	0.6%	0.6%	0.0%	0.0%	0.8%	*	0.0%	-	0.0%	0.0%	1.8%	*
Graduates and TxCHSE	92.6%	99.4%	99.4%	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*
Graduates, TxCHSE, and Continuers	93.9%	99.4%	99.4%	100.0%	100.0%	99.2%	*	100.0%	-	100.0%	100.0%	98.2%	*

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	99.0%	99.0%	93.3%	98.8%	99.3%	-	*	-	100.0%	100.0%	98.8%	*
Received TxCHSE	0.6%	0.3%	0.3%	6.7%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	1.1%	0.3%	0.3%	0.0%	0.0%	0.4%	-	*	-	0.0%	0.0%	1.2%	*
Dropped Out	6.1%	0.5%	0.5%	0.0%	1.2%	0.4%	-	*	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	92.8%	99.2%	99.2%	100.0%	98.8%	99.3%	-	*	-	100.0%	100.0%	98.8%	*
Graduates, TxCHSE, and Continuers	93.9%	99.5%	99.5%	100.0%	98.8%	99.6%	-	*	-	100.0%	100.0%	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	99.2%	99.2%	93.3%	98.8%	99.6%	-	*	-	100.0%	100.0%	100.0%	*
Received TxCHSE	0.7%	0.3%	0.3%	6.7%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	0.5%	0.5%	0.0%	1.2%	0.4%	-	*	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	93.3%	99.5%	99.5%	100.0%	98.8%	99.6%	-	*	-	100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	99.5%	99.5%	100.0%	98.8%	99.6%	-	*	-	100.0%	100.0%	100.0%	*
Class of 2017													
Graduated	92.4%	99.4%	99.4%	100.0%	97.1%	100.0%	*	*	-	100.0%	94.1%	100.0%	-
Received TxCHSE	0.7%	0.3%	0.3%	0.0%	1.4%	0.0%	*	*	-	0.0%	5.9%	0.0%	-
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	-
Dropped Out	6.3%	0.3%	0.3%	0.0%	1.4%	0.0%	*	*	-	0.0%	0.0%	0.0%	-
Graduates and TxCHSE	93.2%	99.7%	99.7%	100.0%	98.6%	100.0%	*	*	-	100.0%	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	99.7%	99.7%	100.0%	98.6%	100.0%	*	*	-	100.0%	100.0%	100.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.1%	98.1%	100.0%	98.1%	97.9%	*	100.0%	*	100.0%	87.0%	96.2%	100.0%
Class of 2019	90.0%	98.9%	98.9%	100.0%	100.0%	98.4%	*	100.0%	-	100.0%	100.0%	98.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Class of 2019	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	96.4%	96.4%	81.3%	96.2%	97.4%	*	100.0%	*	100.0%	55.0%	90.7%	83.3%
Class of 2019	83.5%	96.8%	96.8%	92.9%	94.6%	97.5%	*	100.0%	-	100.0%	35.3%	90.7%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	96.4%	96.4%	81.3%	96.2%	97.4%	*	100.0%	*	100.0%	55.0%	90.7%	83.3%
Class of 2019	87.6%	96.8%	96.8%	92.9%	94.6%	97.5%	*	100.0%	-	100.0%	35.3%	90.7%	*
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	*	-	-	*	-	-	-	-	*	-	-
2018-19	32.7%	*	*	-	*	*	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	95.4%	95.4%	80.0%	95.3%	96.5%	*	85.7%	*	100.0%	55.0%	90.7%	85.7%
2018-19	82.1%	96.8%	96.8%	93.3%	94.5%	97.6%	*	100.0%	-	100.0%	35.3%	91.1%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.1%	95.1%	80.0%	95.3%	96.1%	*	85.7%	*	100.0%	52.4%	90.7%	85.7%
2018-19	85.9%	96.0%	96.0%	93.3%	92.0%	97.2%	*	100.0%	-	100.0%	35.3%	91.1%	*

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	370	100.0%	370	360,220
By Ethnicity:				
African American	15	4.1%	15	44,729
Hispanic	107	28.9%	107	184,060
White	232	62.7%	232	105,215
American Indian	1	0.3%	1	1,226
Asian	7	1.9%	7	17,126
Pacific Islander	1	0.3%	1	557
Two or More Races	7	1.9%	7	7,307
By Graduation Type:				
Minimum H.S. Program	1	0.3%	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	17	4.6%	17	49,535
Foundation H.S. Program (Endorsement)	0	0.0%	0	15,689
Foundation H.S. Program (DLA)	352	95.1%	352	292,532
Special Education Graduates	21	5.7%	21	29,018
Economically Disadvantaged Graduates	75	20.3%	75	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	7	1.9%	7	29,639
At-Risk Graduates	101	27.3%	101	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	73.2%	73.2%	53.3%	72.0%	75.0%	*	100.0%	*	71.4%	71.4%	62.7%	14.3%
2018-19	72.9%	85.9%	85.9%	80.0%	82.2%	86.5%	*	100.0%	-	100.0%	82.5%	81.9%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	60.8%	60.8%	46.7%	59.8%	62.5%	*	71.4%	*	57.1%	14.3%	48.0%	14.3%
2018-19	53.0%	68.7%	68.7%	66.7%	57.9%	71.4%	*	100.0%	-	80.0%	0.0%	46.6%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	62.4%	62.4%	33.3%	59.8%	65.1%	*	85.7%	*	57.1%	9.5%	45.3%	14.3%
2018-19	60.7%	74.9%	74.9%	80.0%	64.5%	77.8%	*	100.0%	-	70.0%	5.0%	63.8%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	43.0%	43.0%	6.7%	42.1%	45.7%	*	71.4%	*	28.6%	4.8%	24.0%	14.3%
2018-19	48.6%	60.6%	60.6%	66.7%	59.2%	60.1%	*	100.0%	-	60.0%	0.0%	46.6%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	40.5%	40.5%	6.7%	42.1%	41.8%	*	71.4%	*	28.6%	4.8%	22.7%	0.0%
2018-19	44.2%	56.6%	56.6%	60.0%	48.7%	58.5%	*	100.0%	-	50.0%	0.0%	39.7%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	23.2%	23.2%	13.3%	27.1%	21.6%	*	57.1%	*	14.3%	4.8%	22.7%	14.3%
2018-19	21.1%	28.5%	28.5%	40.0%	31.6%	26.6%	*	60.0%	-	20.0%	0.0%	20.7%	*
Associate Degree (Annual Graduates)													
2019-20	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	42.2%	42.2%	40.0%	38.3%	45.3%	*	14.3%	*	42.9%	4.8%	30.7%	0.0%
2018-19	23.1%	38.6%	38.6%	33.3%	28.9%	41.9%	*	20.0%	-	50.0%	0.0%	22.4%	*
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	0.8%	0.8%	0.0%	0.9%	0.9%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	2.3%	1.7%	1.7%	0.0%	3.9%	1.2%	*	0.0%	-	0.0%	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	27.6%	27.6%	20.0%	25.2%	29.3%	*	42.9%	*	14.3%	71.4%	25.3%	14.3%
2018-19	40.4%	43.1%	43.1%	33.3%	40.8%	44.6%	*	30.0%	-	40.0%	82.5%	53.4%	*
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	23.8%	23.8%	20.0%	22.4%	25.4%	*	28.6%	*	0.0%	19.0%	18.7%	0.0%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	15.5%	15.5%	6.7%	13.2%	16.1%	*	20.0%	-	30.0%	5.0%	20.7%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.8%	0.8%	6.7%	0.9%	0.4%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	1.7%	1.7%	0.0%	3.9%	1.2%	*	0.0%	-	0.0%	0.0%	3.4%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.4%	2.4%	0.0%	1.9%	2.2%	*	14.3%	*	14.3%	28.6%	2.7%	0.0%
2018-19	2.3%	3.1%	3.1%	6.7%	6.6%	2.0%	*	0.0%	-	0.0%	45.0%	8.6%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	3.0%	3.0%	0.0%	2.8%	3.0%	*	0.0%	*	14.3%	52.4%	5.3%	14.3%
2018-19	2.7%	1.7%	1.7%	0.0%	2.6%	1.6%	*	0.0%	-	0.0%	30.0%	3.4%	*

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	19.7%	19.7%	6.7%	23.4%	19.4%	*	14.3%	*	0.0%	4.8%	16.0%	14.3%
	2018-19	33.4%	54.9%	54.9%	46.7%	46.1%	57.3%	*	100.0%	-	60.0%	5.0%	55.2%	*
Mathematics	2019-20	21.2%	6.5%	6.5%	0.0%	9.3%	5.2%	*	14.3%	*	14.3%	4.8%	5.3%	14.3%
	2018-19	24.7%	28.7%	28.7%	33.3%	34.2%	25.4%	*	60.0%	-	50.0%	0.0%	34.5%	*
Both Subjects	2019-20	16.4%	3.0%	3.0%	0.0%	5.6%	1.7%	*	14.3%	*	0.0%	0.0%	2.7%	0.0%
	2018-19	18.8%	24.2%	24.2%	26.7%	26.3%	22.2%	*	60.0%	-	40.0%	0.0%	27.6%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	0.3%	0.3%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	1.3%	0.0%
	2018-19	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Mathematics	2019-20	9.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2018-19	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Both Subjects	2019-20	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2018-19	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	28.3%	28.3%	21.6%	28.3%	27.5%	*	70.6%	*	26.7%	4.4%	21.1%	20.0%
	2019	25.2%	28.4%	28.4%	28.6%	34.9%	25.7%	*	46.7%	-	26.7%	0.0%	20.2%	0.0%
English Language Arts	2020	12.7%	19.4%	19.4%	16.2%	17.1%	19.3%	*	52.9%	*	26.7%	0.0%	12.2%	0.0%
	2019	14.5%	18.3%	18.3%	10.7%	23.7%	16.9%	*	33.3%	-	6.7%	0.0%	14.3%	0.0%
Mathematics	2020	6.4%	4.3%	4.3%	0.0%	3.4%	4.6%	*	17.6%	*	0.0%	0.0%	2.0%	0.0%
	2019	7.4%	4.6%	4.6%	0.0%	3.6%	4.9%	*	20.0%	-	0.0%	0.0%	1.7%	0.0%
Science	2020	9.4%	11.6%	11.6%	8.1%	8.3%	13.3%	*	23.5%	*	0.0%	0.0%	5.4%	0.0%
	2019	10.4%	12.6%	12.6%	14.3%	11.8%	11.7%	*	46.7%	-	13.3%	0.0%	9.2%	0.0%
Social Studies	2020	12.4%	19.4%	19.4%	5.4%	17.6%	19.5%	*	70.6%	*	20.0%	2.2%	13.6%	6.7%
	2019	13.9%	20.3%	20.3%	17.9%	24.9%	18.5%	*	40.0%	-	13.3%	0.0%	15.1%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	76.3%	76.3%	62.5%	72.4%	80.3%	-	58.3%	-	*	*	80.6%	*
	2019	51.0%	66.0%	66.0%	62.5%	67.8%	64.0%	-	100.0%	-	*	-	79.2%	-
English Language Arts	2020	50.1%	70.0%	70.0%	66.7%	62.9%	74.0%	-	66.7%	-	*	-	66.7%	-
	2019	41.2%	54.2%	54.2%	*	55.0%	54.9%	-	60.0%	-	*	-	52.9%	-
Mathematics	2020	56.5%	66.7%	66.7%	-	71.4%	65.2%	-	*	-	-	-	*	-
	2019	52.2%	81.8%	81.8%	-	83.3%	79.2%	-	*	-	-	-	*	-
Science	2020	47.6%	53.3%	53.3%	*	23.5%	60.6%	-	*	-	-	-	37.5%	-
	2019	40.6%	62.2%	62.2%	*	45.0%	64.9%	-	100.0%	-	*	-	45.5%	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	62.0%	62.0%	*	55.6%	66.0%	-	41.7%	-	*	*	55.0%	*
	2019	46.3%	62.1%	62.1%	60.0%	64.3%	61.1%	-	83.3%	-	*	-	55.6%	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	87.8%	87.8%	86.7%	84.1%	90.9%	*	85.7%	*	57.1%	28.6%	77.3%	71.4%
	2018-19	75.0%	92.4%	92.4%	93.3%	89.5%	94.0%	*	100.0%	-	80.0%	43.5%	91.1%	*
At/Above Criterion for All Examinees	2019-20	35.7%	44.0%	44.0%	23.1%	43.3%	45.0%	*	83.3%	-	*	0.0%	29.3%	0.0%
	2018-19	36.1%	37.5%	37.5%	35.7%	32.4%	39.5%	-	40.0%	-	25.0%	0.0%	19.6%	*
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1031	1031	934	1009	1042	*	1230	-	*	828	970	804
	2018-19	1027	1168	1168	1072	1166	1169	-	*	-	*	-	1123	-
English Language Arts and Writing	2019-20	513	518	518	470	510	522	*	613	-	*	407	488	398
	2018-19	517	585	585	558	572	588	-	*	-	*	-	574	-
Mathematics	2019-20	506	513	513	464	499	520	*	617	-	*	422	483	406
	2018-19	510	583	583	514	594	581	-	*	-	*	-	549	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20.2	22.6	22.6	17.0	21.7	23.8	-	*	-	-	*	19.8	-
	2018-19	20.6	20.5	20.5	19.6	19.7	20.8	-	23.0	-	19.3	14.9	18.2	*
English Language Arts	2019-20	19.9	22.1	22.1	17.5	21.3	22.9	-	*	-	-	*	19.9	-
	2018-19	20.3	20.2	20.2	19.5	19.4	20.4	-	22.2	-	18.5	14.2	17.7	*
Mathematics	2019-20	20.1	23.1	23.1	17.4	21.3	24.5	-	*	-	-	*	19.4	-
	2018-19	20.4	20.8	20.8	18.9	19.8	21.2	-	23.4	-	19.6	14.9	18.6	*
Science	2019-20	20.5	22.8	22.8	15.8	22.2	24.2	-	*	-	-	*	18.8	-
	2018-19	20.8	20.4	20.4	19.1	19.7	20.7	-	23.2	-	19.5	15.7	18.2	*

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	43.8%	43.8%	44.8%	41.4%	44.3%	33.3%	66.7%	*	35.7%	10.2%	32.6%	22.2%
	2018-19	44.6%	39.5%	39.6%	39.3%	38.9%	39.9%	40.0%	58.1%	*	28.6%	16.7%	27.7%	8.3%
English Language Arts	2019-20	18.2%	11.6%	11.6%	17.2%	10.2%	11.6%	0.0%	27.3%	*	10.0%	0.8%	5.7%	0.0%
	2018-19	17.8%	9.8%	9.9%	6.8%	12.3%	9.1%	0.0%	16.7%	*	7.1%	0.0%	7.3%	0.0%
Mathematics	2019-20	20.7%	21.9%	21.9%	14.8%	20.5%	22.6%	16.7%	33.3%	*	17.9%	2.4%	17.5%	11.8%
	2018-19	20.4%	18.9%	19.0%	17.2%	15.3%	20.4%	20.0%	30.0%	*	11.9%	3.7%	11.4%	4.8%
Science	2019-20	22.4%	18.8%	18.8%	20.3%	20.3%	18.0%	16.7%	25.0%	*	17.5%	7.6%	15.9%	8.6%
	2018-19	21.7%	18.6%	18.7%	16.9%	17.0%	19.2%	20.0%	31.0%	-	16.7%	13.8%	14.3%	4.5%
Social Studies	2019-20	24.6%	30.1%	30.1%	31.7%	27.2%	30.8%	16.7%	60.6%	*	19.0%	2.4%	18.2%	2.9%
	2018-19	23.6%	25.1%	25.2%	20.3%	25.7%	25.0%	*	45.2%	*	19.0%	1.1%	16.9%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	61.1%	61.1%	53.3%	54.2%	66.4%	*	14.3%	*	71.4%	47.6%	58.7%	28.6%
	2018-19	59.0%	54.9%	54.9%	33.3%	44.7%	60.1%	*	40.0%	-	50.0%	60.0%	58.6%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	69.6%	69.6%	66.7%	72.4%	68.5%	*	100.0%	-	70.0%	30.4%	53.6%	*
	2017-18	53.4%	70.1%	70.1%	64.3%	65.5%	71.5%	-	*	-	66.7%	26.7%	51.8%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	12.8%	12.8%	0.0%	15.0%	12.9%	-	*	-	20.0%	-	0.0%	-
	2017-18	60.7%	79.5%	79.5%	88.9%	69.8%	81.6%	-	*	-	*	*	59.0%	-

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	1,778	100.0%	6,410	5,359,040	1,778	100.0%	6,424	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.6%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.5%	3.7%
Kindergarten	0	0.0%	7.1%	6.7%	0	0.0%	7.1%	6.7%
Grade 1	0	0.0%	8.3%	7.1%	0	0.0%	8.3%	7.1%
Grade 2	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 5	0	0.0%	8.2%	7.4%	0	0.0%	8.1%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.8%
Grade 8	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 9	456	25.6%	7.1%	8.1%	456	25.6%	7.1%	8.1%
Grade 10	488	27.4%	7.7%	7.8%	488	27.4%	7.7%	7.8%
Grade 11	448	25.2%	7.0%	7.2%	448	25.2%	7.0%	7.2%
Grade 12	386	21.7%	6.0%	6.8%	386	21.7%	6.0%	6.8%
Ethnic Distribution:								
African American	59	3.3%	3.6%	12.7%	59	3.3%	3.5%	12.7%
Hispanic	453	25.5%	26.4%	52.9%	453	25.5%	26.4%	52.9%
White	1,175	66.1%	65.2%	26.5%	1,175	66.1%	65.3%	26.5%
American Indian	6	0.3%	0.3%	0.3%	6	0.3%	0.3%	0.3%
Asian	31	1.7%	1.3%	4.7%	31	1.7%	1.3%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	54	3.0%	3.2%	2.7%	54	3.0%	3.2%	2.7%
Sex:								
Female	851	47.9%	49.2%	48.9%	851	47.9%	49.1%	48.9%
Male	927	52.1%	50.8%	51.1%	927	52.1%	50.9%	51.1%
Economically Disadvantaged	356	20.0%	24.5%	60.3%	356	20.0%	24.5%	60.2%
Non-Educationally Disadvantaged	1,422	80.0%	75.5%	39.7%	1,422	80.0%	75.5%	39.8%
Section 504 Students	152	8.5%	6.3%	7.2%	152	8.5%	6.3%	7.2%
EB Students/EL	26	1.5%	3.7%	20.7%	26	1.5%	3.7%	20.6%
Students w/ Disciplinary Placements (2019-20)	42	2.3%	1.1%	1.2%				
Students w/ Dyslexia	63	3.5%	3.8%	4.5%	63	3.5%	3.8%	4.5%
Foster Care	2	0.1%	0.2%	0.3%	2	0.1%	0.2%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	1	0.1%	0.2%	1.1%	1	0.1%	0.2%	1.1%
Immigrant	3	0.2%	0.3%	2.0%	3	0.2%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	1	0.1%	48.6%	64.5%	1	0.1%	48.7%	64.5%
Military Connected	160	9.0%	8.8%	2.7%	160	9.0%	8.8%	2.7%
At-Risk	442	24.9%	30.8%	49.2%	442	24.9%	30.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	26	1.5%	3.8%	21.0%	26	1.5%	3.8%	20.9%
Gifted and Talented Education	164	9.2%	7.1%	8.3%	164	9.2%	7.1%	8.3%
Special Education	143	8.0%	10.2%	11.1%	143	8.0%	10.4%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	143							
By Type of Primary Disability								
Students with Intellectual Disabilities	71	49.7%	34.5%	42.5%				
Students with Physical Disabilities	5	3.5%	25.0%	21.3%				
Students with Autism	27	18.9%	17.6%	14.1%				
Students with Behavioral Disabilities	40	28.0%	19.9%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	3.1%	1.5%				
Mobility (2019-20):								
Total Mobile Students	130	7.1%	8.6%	13.8%				
By Ethnicity:								
African American	11	0.6%	0.6%	2.8%				
Hispanic	23	1.3%	2.5%	7.1%				
White	90	4.9%	5.1%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	2	0.1%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.2%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	17	12.5%	13.9%	16.5%				
Count and Percent of EB Students/EL who are Mobile	3	8.1%	11.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	48	12.1%	15.7%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	142	10.2%	10.2%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.7%	1.4%	-	3.7%	4.8%
Grade 1	-	1.0%	1.9%	-	7.1%	3.2%
Grade 2	-	0.0%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	0.0%	0.6%
Grade 4	-	0.2%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.2%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.8%	0.2%	-	0.0%	0.4%
Grade 9	1.1%	1.1%	4.7%	0.0%	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.9	17.7
Grade 1	-	18.9	18.0
Grade 2	-	18.1	18.0
Grade 3	-	18.4	18.2
Grade 4	-	19.8	18.3
Grade 5	-	20.7	19.8
Grade 6	-	20.6	19.4
Secondary:			
English/Language Arts	20.7	19.4	15.7
Foreign Languages	20.5	20.5	17.8
Mathematics	21.7	19.4	16.9
Science	22.4	20.0	17.9
Social Studies	23.6	21.7	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	158.9	100.0%	100.0%	100.0%
Professional Staff:	144.9	91.2%	62.4%	64.3%
Teachers	124.6	78.4%	49.2%	49.6%
Professional Support	14.4	9.0%	9.6%	10.6%
Campus Administration (School Leadership)	6.0	3.8%	2.4%	3.0%
Educational Aides:	14.0	8.8%	11.8%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	5.0	n/a	14.0	13,211.0
Part-time Counselors	0.0	n/a	1.0	1,126.0
Total Minority Staff:	18.8	11.8%	20.4%	51.5%
Teachers by Ethnicity:				
African American	2.0	1.6%	2.1%	11.1%
Hispanic	10.8	8.7%	6.7%	28.4%
White	108.8	87.3%	90.2%	56.9%
American Indian	1.0	0.8%	0.2%	0.3%
Asian	1.0	0.8%	0.4%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	0.8%	0.4%	1.2%
Teachers by Sex:				
Males	46.6	37.4%	15.2%	23.8%
Females	77.9	62.6%	84.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	78.3	62.8%	68.5%	73.0%
Masters	42.3	34.0%	30.7%	25.0%
Doctorate	4.0	3.2%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.8%	6.7%
1-5 Years Experience	11.9	9.6%	14.5%	27.8%
6-10 Years Experience	25.7	20.7%	20.7%	20.3%
11-20 Years Experience	51.3	41.2%	43.7%	29.1%
21-30 Years Experience	29.2	23.5%	18.6%	13.0%
Over 30 Years Experience	6.3	5.1%	1.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.3	n/a	13.4	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.8	6.4
Average Years Experience of Principals with District	12.0	7.1	5.5
Average Years Experience of Assistant Principals	9.8	7.0	5.5
Average Years Experience of Assistant Principals with District	4.8	4.6	4.8
Average Years Experience of Teachers:	16.0	14.2	11.2
Average Years Experience of Teachers with District:	6.5	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$62,625	\$50,849
1-5 Years Experience	\$63,937	\$63,747	\$53,288
6-10 Years Experience	\$69,213	\$70,324	\$56,282
11-20 Years Experience	\$76,251	\$76,678	\$59,900
21-30 Years Experience	\$80,804	\$81,608	\$64,637
Over 30 Years Experience	\$84,068	\$84,259	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$75,084	\$74,424	\$57,641
Professional Support	\$85,414	\$84,272	\$68,030
Campus Administration (School Leadership)	\$107,574	\$98,768	\$83,424
Instructional Staff Percent:	n/a	63.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.1	0.3	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.6%	6.2%
Career and Technical Education	15.2	12.2%	3.7%	5.1%
Compensatory Education	0.1	0.1%	3.6%	2.8%
Gifted and Talented Education	0.0	0.0%	1.2%	1.8%
Regular Education	98.2	78.8%	78.1%	71.0%
Special Education	11.1	8.9%	11.8%	9.4%
Other	0.0	0.0%	0.0%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
BARBERS HILL H S (036902001) - BARBERS HILL ISD - CHAMBERS COUNTY

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

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

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Cover Page

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

Distinction Designations: Distinction designations were not awarded for 2021.

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

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

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

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

Data Reports for RDA and SPP/APR:

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

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

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

Performance

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

Other Important Information:

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

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

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

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

STAAR Performance (2020–21)

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

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

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

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

Bilingual Education/ESL (2020–21)

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

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

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

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

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

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

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

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

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

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

STAAR Participation (2020–21)

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

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

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

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

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

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

Attendance and Graduation

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

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

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

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

(Data source: PEIMS 42400)

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

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

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

(Data source: PEIMS 42400)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Information on Cohorts:

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

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

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

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

4-Year Longitudinal Rate

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

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

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

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

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

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

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

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

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

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

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

5-Year Extended Longitudinal Rate

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

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

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

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

number of students in the 2019 cohort*

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

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

number of students in the 2019 cohort*

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

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

number of students in the 2019 cohort*

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

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

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

number of students in the 2019 cohort*

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

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

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

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

number of students in the 2019 cohort*

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6-year Extended Longitudinal Rate

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

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

number of students in the 2018 cohort*

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

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

number of students in the 2018 cohort*

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

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

number of students in the 2018 cohort*

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

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

number of students in the 2018 cohort*

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

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

plus

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

number of students in the 2018 cohort*

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

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

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

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

Additional Information about Federal Graduation Rates

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Graduation Profile (2020–21)

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

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

(Data source: PEIMS 40203)

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

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

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

total number of students

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

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

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

total number of students

Postsecondary Readiness

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

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

College Readiness

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

Career/Military Readiness

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

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

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

College, Career, or Military Ready Graduates

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

College Ready Graduates

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

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

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

The percentages are calculated as follows:

English Language Arts.

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

number of 2019-20 annual graduates

Mathematics.

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

number of 2019-20 annual graduates

Both Subjects.

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

number of 2019-20 annual graduates

Either Subject.

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

number of 2019-20 annual graduates

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

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

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

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

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

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

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

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

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

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

Career/Military Ready Graduates

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

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

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

number of 2019-20 annual graduates

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

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

number of 2019-20 annual graduates

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

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

number of 2019-20 annual graduates

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

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

number of 2019-20 annual graduates

CCMR-related Indicators (2020–21)

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

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

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

number of 2019-20 annual graduates

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

English Language Arts.

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

number of 2019-20 annual graduates

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Mathematics.

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

number of 2019-20 annual graduates

Both Subjects.

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

number of 2019-20 annual graduates

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

All Subjects

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

total students enrolled in grades 11 & 12

English Language Arts

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

total students enrolled in grades 11 & 12

Mathematics

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

total students enrolled in grades 11 & 12

Science

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

total students enrolled in grades 11 & 12

Social Studies

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

total students enrolled in grades 11 & 12

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

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

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

All Subjects

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

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

English Language Arts

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

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

Mathematics

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

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

Science

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

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

Social Studies

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

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

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

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

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

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

number of 2019-20 graduates reported

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

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

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

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

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

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

number of 2019-20 graduates who took the SAT

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

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

number of 2019-20 graduates who took the SAT

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

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

number of 2019-20 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

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

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

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

number of 2019-20 graduates who took the ACT

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

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

number of 2019-20 graduates who took the ACT

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

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

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

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

Other Postsecondary Indicators (2020–21)

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

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

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

Any Subject

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

English Language Arts

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

Mathematics

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

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Science

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

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

Social Studies

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

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

(Data source: PEIMS 43415)

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

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

number of in 2019-20 annual graduates

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

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

number of graduates during the 2018-19 school year

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

(Data source: THECB)

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

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

and

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

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

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

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

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

Profile

Student Information (2020–21)

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

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

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

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

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

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

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

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

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

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

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

total number of students

(Data source: PEIMS 40100)

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

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

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

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

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

number of students with one or more disciplinary placements

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

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

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

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

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

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

(B) includes —

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

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

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

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

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

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

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

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

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

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

total number of students

(Data source: PEIMS 40110)

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

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

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

number of mobile students in 2019–20

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2020–21)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Data source: PEIMS 30050)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

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Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE

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03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III

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03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

I3060001	IB SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESIGN II
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENG DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE

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A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTRICITY & MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRONMENTAL SYSTEMS & SOCIETY STANDARD LEVEL
I3030001	IB DESIGN TECHNOLOGY STANDARD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHER LEVEL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGLISH LANGUAGE
I3302300	IB SOC & CULTURAL ANTHROLOGY STANDARD LEVEL
I3302400	IB SOC & CULTURAL ANTHROLOGY HIGHER LEVEL
I3302500	IB GLOBAL POLITICS STANDARD LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LEVEL
N1290325	IB BUSINESS & MANAGEMENT STANDARD LEVEL
N1290326	IB BUSINESS & MANAGEMENT HIGHER LEVEL
03310301	ECONOMICS ADVANCED STUDIES (1ST)
03380001	SOCIAL STUDIES ADVANCED STUDIES (1ST TIME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVERNMENT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WORLD GEOGRAPHY)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HISTORY AFRICA & MIDDLE EAST HIGHER LEVEL
I3301300	IB HISTORY OF AMERICAS HIGHER LEVEL
I3301400	IB HISTORY ASIA & OCEANIA HIGHER LEVEL
I3301500	IB HISTORY OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL

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I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN

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03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM

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03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE

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I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

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Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

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Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004.....	Assistant/Associate/Deputy Superintendent
027.....	Superintendent/CAO/CEO/President
061.....	Asst/Assoc/Deputy Exec Director
062.....	Component/Department Director
063.....	Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003.....	Assistant Principal
020.....	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012.....	Instructional Officer
028.....	Teacher Supervisor
040.....	Athletic Director
043.....	Business Manager
044.....	Tax Assessor and/or Collector
045.....	Director - Personnel/Human Resources
055.....	Registrar
060.....	Executive Director

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006.....	Audiologist
007.....	Corrective Therapist
008.....	Counselor
011	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant

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065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist

TEACHERS

087.....	Teacher
047.....	Substitute Teacher

EDUCATIONAL AIDES

033.....	Educational Aide
036.....	Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Barbers Hill Independent School District

Pre-K Center

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

High levels of purposeful learning for all in a safe and loving environment.

Vision

At BHPKC, we are the cornerstone for building well-rounded, kind-hearted students who are prepared and empowered to become successful lifelong learners and productive members of society.

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Goal 7: 90% of Barbers Hill Pre-K Center parents will report a positive experience and adequate communication as measured by survey results by the end of the 20-21 school year.	9

Goals

Goal 1: 92% of pre-kindergarten students will achieve an overall score of tier 1 on ISIP Math by the end of the 21-22 school year.

Performance Objective 1: By middle-of-year testing 90% of students will score tier 1.

Evaluation Data Sources: MOY ISIP Math reports





Strategy 1 Details	Reviews			
Strategy 1: Teachers will observe students as they take monthly formative assessments to determine specific areas of weakness and will use that information to plan intervention and remediation. Strategy's Expected Result/Impact: Teachers will be able to coach students on how to "show what they know" on the electronic test. Teachers will be able to provide targeted reteaching and intervention. Staff Responsible for Monitoring: ILT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: 87% of pre-kindergarten students will achieve an overall score of tier 1 on ISIP Reading by the end of the 21-22 school year.

Performance Objective 1: By middle-of-year testing, 83% of students will score tier 1.

HB3 Goal

Evaluation Data Sources: MOY ISIP Reading reports





Strategy 1 Details	Reviews			
Strategy 1: Teachers will observe students as they take monthly formative assessments to determine specific areas of weakness and will use that information to plan intervention and remediation. Strategy's Expected Result/Impact: Teachers will be able to coach students on how to "show what they know" on the electronic test. Teachers will be able to provide targeted reteaching and intervention. Staff Responsible for Monitoring: ILT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percentage of economically-disadvantaged pre-kindergarten students achieving an overall score of tier 1 on ISIP Math will increase from 60% to 85% by the end of the 21-22 school year.

Performance Objective 1: The percentage of economically-disadvantaged pre-kindergarten students achieving an overall score of tier 1 on ISIP Math will increase from 60% to 80% % by the middle of year.

HB3 Goal

Evaluation Data Sources: MOY data disaggregation by sub-population





Strategy 1 Details	Reviews			
Strategy 1: Teachers will monitor the performance of their ED students monthly and will provide needs-based intervention and reteaching in small groups. Strategy's Expected Result/Impact: Students' overall Math scores will increase Staff Responsible for Monitoring: teachers and administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: The percentage of economically-disadvantaged pre-kindergarten students achieving an overall score of tier 1 on ISIP Reading will increase from 68% to 85% by the end of the 21-22 school year.

Performance Objective 1: The percentage of economically-disadvantaged pre-kindergarten students achieving an overall score of tier 1 on ISIP Reading will increase from 68% to 80% by the middle of the 20-21 school year.

HB3 Goal

Evaluation Data Sources: MOY data disaggregation by sub-population

Strategy 1 Details	Reviews			
Strategy 1: Teachers will monitor the performance of their ED students monthly and will provide needs-based intervention and reteaching in small groups. Strategy's Expected Result/Impact: Students' overall Reading scores will increase Staff Responsible for Monitoring: teachers and administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: The percentage of Hispanic pre-kindergarten students achieving an overall score of tier 1 on ISIP Math will increase from 46% to 75% by the end of the 21-22 school year.

Goal 6: The percentage of LEP pre-kindergarten students achieving an overall score of tier 1 on ISIP Reading will increase from 46% to 75% by the end of the 21-22 school year.

Goal 7: 90% of Barbers Hill Pre-K Center parents will report a positive experience and adequate communication as measured by survey results by the end of the 20-21 school year.

Performance Objective 1: 90% of parents will have positive contact between home and school a minimum of 3 times during the first semester.

Evaluation Data Sources: Class Dojo and Remind reports, Parent-Teacher meeting rosters

Strategy 1 Details	Reviews			
Strategy 1: Teachers will meet with all parents to share information about our curriculum, resources, ways to help at home. Teachers will communicate on an ongoing basis in a variety of ways with parents about students' progress. Strategy's Expected Result/Impact: Positive home-school connections will promote student success. Staff Responsible for Monitoring: teachers and administrators Schoolwide and Targeted Assisted Title I Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Through our district-wide and campus SEL initiatives, parents will be kept abreast of what we are studying in PurposeFull People and how they can support at home. Schoolwide and Targeted Assisted Title I Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Barbers Hill Independent School District

Early Childhood Center

2021-2022 Goals/Performance Objectives/Strategies by Staff Responsible for Monitoring

Accountability Rating: Not Rated: Declared State of Disaster

Goals/Performance Objectives/Strategies by Staff Responsible for Monitoring

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach and Interventionists			
Goal	Performance Objective	Strategy	Description
1	1	1	Students will be provided with direct instruction, modeling of skills, research-based teaching strategies, and opportunities for deliberate practice.

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach, Interventionists			
Goal	Performance Objective	Strategy	Description
1	1	2	Standards-based, grade-level content-specific curriculum is written by CIAs and reviewed weekly in planning. Teachers meet in professional learning communities (PLCs) weekly to refine instructional practices, review data, discuss students in need of intervention, and develop intervention strategies.

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach			
Goal	Performance Objective	Strategy	Description
1	1	3	Students working below grade-level will be provided consistent, targeted, research-based intervention two to three times per day by the classroom teacher and/or interventionists. Instructional materials used to support intervention include Neuhaus Reading Readiness, Heggerty Phonemic Awareness, daily rapid recognition practice as well as Math Fact Fluency.

Staff Responsible for Monitoring: Teachers, GT teacher, ABLE & Resource teachers, Bilingual/ESL teachers, Administrators, Instructional Coach			
Goal	Performance Objective	Strategy	Description
1	1	4	Instruction will be differentiated for all student populations such as GT, SPED, and LEP.

Staff Responsible for Monitoring: LPAC Administrator, Academic Dean, Instructional Coach, and Bilingual/ESL Teachers			
Goal	Performance Objective	Strategy	Description
1	1	5	Language acquisition training and support for Bilingual/ESL teachers will be provided to target language acquisition strategies for all EL students

Staff Responsible for Monitoring: Administrators, Teachers			
Goal	Performance Objective	Strategy	Description
1	1	6	Ongoing professional development will be provided to teachers to help them acquire the skills needed to deliver effective instruction in all content areas.

Staff Responsible for Monitoring: Administration, Teachers, Instructional Coach and Interventionists			
Goal	Performance Objective	Strategy	Description
1	1	7	Provide monitoring of student progress through assessments that are aligned to grade level standards and grade level curriculum.

Staff Responsible for Monitoring: Administration, Teachers, Instructional Coach and Interventionists			
Goal	Performance Objective	Strategy	Description
1	1	8	Provide consistent, targeted, research-based intervention for all students who are performing below grade-level expectations academically and behaviorally.

Staff Responsible for Monitoring: Teachers, Art Teachers, Office Personnel, Administration			
Goal	Performance Objective	Strategy	Description
2	1	1	We will have a variety of opportunities to include/invite parents to be a part of our campus. Examples: Watch DOGS Parent Volunteers Parties Artsonia Lunch Visitors Book Fair Parent/Teacher Conferences Eagle Launch Awards/Graduation

Staff Responsible for Monitoring: Administration, School Secretary			
Goal	Performance Objective	Strategy	Description
2	1	2	Campus Newsletter will be distributed monthly to parents.

Staff Responsible for Monitoring: Administration, Teachers, Art Teachers			
Goal	Performance Objective	Strategy	Description
2	1	3	100% of ECC parents will participate in parent conferences and will connect with classroom teachers through Remind, Dojo, SeeSaw, and/or Artsonia.

Staff Responsible for Monitoring: Administrators, All Staff			
Goal	Performance Objective	Strategy	Description
2	1	4	Staff will participate in outside events such as plays, Christmas Parade, Book Fairs, etc... to strengthen the relationship between school and community.

Staff Responsible for Monitoring: Admin, Teachers, District Personnel			
Goal	Performance Objective	Strategy	Description
2	1	5	The ECC will connect with the community and other campuses through Eagle Teacher Interns, PALS, and Varsity Football Greeters & Readers.

Staff Responsible for Monitoring: Campus Safety Coordinator, Teachers, SAMs			
Goal	Performance Objective	Strategy	Description
3	1	1	Safety Chart, ongoing staff training and SAMs (Safety Assessment Managers) will be used to prepare staff and students for emergencies.

Staff Responsible for Monitoring: Campus Safety Coordinator, All Staff			
Goal	Performance Objective	Strategy	Description
3	1	2	100% of outside doors are secured and maintained throughout the day.
3	2	1	100% of teachers will align Dojo data with report cards.

Staff Responsible for Monitoring: Administrators, Counselors, All Staff			
Goal	Performance Objective	Strategy	Description
3	2	2	A multi-tiered approach is implemented to support on-going instruction in social/character development.

Staff Responsible for Monitoring: Administrators, Counselors			
Goal	Performance Objective	Strategy	Description
3	3	1	Evaluate all threat assessments to maintain a safe, disciplined and healthy environment conducive to student learning and employee effectiveness.

Staff Responsible for Monitoring: Administration, Teachers, and Counselors			
Goal	Performance Objective	Strategy	Description
3	3	2	Campus personnel will participate in district Social-Emotional (SEL) Task Force meetings monthly to monitor implementation of SEL curriculum strategies.

Staff Responsible for Monitoring: Campus Hospitality Committee, all staff			
Goal	Performance Objective	Strategy	Description
3	4	1	A variety of special events will be provided throughout the school year allowing for multiple opportunities for participation.

Staff Responsible for Monitoring: Human Resources Dept. Principal			
Goal	Performance Objective	Strategy	Description
4	1	1	A variety of methods will ensure that quality staff are employed and retained.

Staff Responsible for Monitoring: Principal Academic Dean Instructional Coach			
Goal	Performance Objective	Strategy	Description
4	1	2	Specific professional development will be provided for first year teachers, and those needing additional support, through instructional coaching.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Campus Administration			
Goal	Performance Objective	Strategy	Description
4	1	3	The BHISD New Teacher Induction Program will prepare new staff members for success

Staff Responsible for Monitoring: Campus Administration Instructional Coach District TRA Cohort Leader			
Goal	Performance Objective	Strategy	Description
4	1	4	All Kindergarten and first grade teachers will participate in, and complete, Texas Reading Academies pursuant to House Bill 3 and according to district timeline.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Campus Administration - Teacher appraisers			
Goal	Performance Objective	Strategy	Description
4	1	5	Teacher's will be recognized for attendance with a goal of 97%.

Barbers Hill Independent School District

Barbers Hill Elementary North

2021-2022 Goals/Performance Objectives/Strategies by Staff Responsible for Monitoring



Goals/Performance Objectives/Strategies by Staff Responsible for Monitoring

Staff Responsible for Monitoring: Administration, RTI Interventionists and Teachers			
Goal	Performance Objective	Strategy	Description
1	1	1	Teachers meet to review data, students in need of intervention, and intervention strategies. They will closely analyze student by student and skill by skill.

Staff Responsible for Monitoring: Classroom teachers, RTI Interventionists and Administrators			
Goal	Performance Objective	Strategy	Description
1	1	2	Tutorials and reteach opportunities will be provided based on CBA data for ALL students. Accelerated Learning Tutorials will also be provided to student who qualify.

Staff Responsible for Monitoring: Administrators, Team Leaders, RTI Interventionists and Teachers			
Goal	Performance Objective	Strategy	Description
1	1	3	Horizontally aligned core academic teams will meet weekly during PLC time. Vertically aligned teams will be given time to meet on district Professional Development days. .

Staff Responsible for Monitoring: ELA Teachers & Admin			
Goal	Performance Objective	Strategy	Description
1	1	4	Writing portfolio requirements will be established and monitored in all Language Arts classrooms 2-5, special and regular education

Staff Responsible for Monitoring: Admin			
Goal	Performance Objective	Strategy	Description
1	1	5	All teachers, including inclusion, special education teachers, and ESL teachers will receive training in rigorous ELA instruction. All 2nd & 3rd Grade Teachers, as well as Special Education Teachers, will participate in the Texas Reading Academies during the 2020-2021 school year.

Staff Responsible for Monitoring: Admin			
Goal	Performance Objective	Strategy	Description
1	5	2	Attendance incentives: weekly for students, every 6 weeks for teachers who have the highest attendance. Perfect attendance awards given at end of year Awards Assembly
1	5	3	Campus Admin will follow district attendance process to inform parents of attendance issues for 90% rule and truancy
2	1	5	Safety drills will be conducted accordingly: fire drills once a month, lockdown/shelter in place/severe weather twice a semester.
3	3	1	Analyze demographic information to project enrollment for subsequent year. Make staffing requests as appropriate.

Staff Responsible for Monitoring: Admin, Sped Teachers, Dyslexia teachers, and Inclusion teachers			
Goal	Performance Objective	Strategy	Description
1	1	6	Supplemental aides will be provided routinely for special education students and teachers will receive training on these.

Staff Responsible for Monitoring: Inclusion teachers, SPED teachers, Instructional Aides and Admin			
Goal	Performance Objective	Strategy	Description
1	1	7	Increased inclusion opportunities will be provided for special education students. This will include training and resources for instructional aides and teachers.

Staff Responsible for Monitoring: Admin, Gen Ed Teachers, Speech Teachers			
Goal	Performance Objective	Strategy	Description
1	1	8	Speech students will be monitored and progress regularly reported to campus administrators.

Staff Responsible for Monitoring: Counselors			
Goal	Performance Objective	Strategy	Description
1	1	9	Mentors and/or PALS will be assigned to all students who are in subgroups or in need of academic support.

Staff Responsible for Monitoring: ELA Teachers			
Goal	Performance Objective	Strategy	Description
1	1	10	Training and resources will be provided to the ELA teachers for both reading and writing to support them in the classroom. District Curriculum Required: Written Expression Report Form Story Form Reading Horizons Phonology (SPED) Unique Learning (ABLE) Guided Reading Reading Readiness Texas Reading Academies

Staff Responsible for Monitoring: Math, Science, SS Teachers			
Goal	Performance Objective	Strategy	Description
1	1	11	Training and instructional resources will be provided to all Math, Science, Social Studies teacher to provide support in the classroom. (Report Form, IStation, Reflex Math, Imagine Math, Education Galaxy, Study Island)

Staff Responsible for Monitoring: All Staff			
Goal	Performance Objective	Strategy	Description
1	2	1	Provide training and supports for teachers to increase critical thinking and process assessment in classrooms. Such as Talk, Read, Talk, Write and having students write/talk about their thinking process. Computer program Study Island provides rigorous STAAR formatted lessons with reports that can be analyzed. Fundamental 5: Write Critically & Small Group Purposeful Talk will help increase rigor. Goal setting with individual students will create ownership by students and help track data kid by kid, skill by skill.
1	4	1	ISIP Reading and Math conducted monthly to monitor growth and progress. Benchmarks and CBAs data will be reviewed as well.
2	1	6	Arrival and Dismissal routines are systematically evaluated for safety.

Staff Responsible for Monitoring: Classroom Teachers			
Goal	Performance Objective	Strategy	Description
1	2	2	Continue to utilize IStation Reading and Math, Reflex Math, Imagine Math, and Study Island

Staff Responsible for Monitoring: Classroom Teachers & Admin			
Goal	Performance Objective	Strategy	Description
1	4	2	Action Plans will be developed for students demonstrating lack of academic progress utilizing the strategy of small group teach and reteach.

Staff Responsible for Monitoring: Attendance Clerk and Admin			
Goal	Performance Objective	Strategy	Description
1	5	1	Attendance clerk will make daily phone calls to absent students

Staff Responsible for Monitoring: Assistant Principal in charge of attendance and attendance clerk			
Goal	Performance Objective	Strategy	Description
1	5	4	Attention To Attendance software program has been implemented to provide consistent communication to parents and admin about attendance.

Staff Responsible for Monitoring: Special Ed teachers Principal			
Goal	Performance Objective	Strategy	Description
1	6	1	Increase co-teach time in reading and math with special ed teacher in the general ed setting.

Staff Responsible for Monitoring: Admin, Interventionists, teachers			
Goal	Performance Objective	Strategy	Description
1	8	1	Student data tracking. Data discussions that include targeting sub group. Monitor Group in Eduphoria.

Staff Responsible for Monitoring: Counselor, Nurse, CCAMPS, Life Skills Dept.			
Goal	Performance Objective	Strategy	Description
2	1	1	Programs will promote school safety, personal hygiene, discipline, and good character this includes Red Ribbon Week, GREAT program, Bully Awareness, Guidance lessons, Fire Safety week, Bike Safety, Eagles of the Month to honor students demonstrating good character. A modified puberty modification training for life skills students will be implemented as well. We have implemented "Rachel's Challenge" and the kindness cards which are shared daily on announcements. Student Council members and WATCH Dogs greet students at the entrances.

Staff Responsible for Monitoring: Counselor and Social Worker SAT Committee			
Goal	Performance Objective	Strategy	Description
2	1	2	Counseling and School Social Worker Services will be available on each campus

Staff Responsible for Monitoring: PE Teachers			
Goal	Performance Objective	Strategy	Description
2	1	3	Action plan to administer the fitness gram and campus jogging program

Staff Responsible for Monitoring: PBIS Committee Admin			
Goal	Performance Objective	Strategy	Description
2	1	4	Discipline process will be monitored and evaluated. Goal is to keep kids in the classroom. PBIS is our district wide discipline system. PBIS team monitors campus wide discipline system called "Eagle Cards." LSSPs assist with effective strategies for students who have challenging behaviors.

Staff Responsible for Monitoring: Counselor and admin team			
Goal	Performance Objective	Strategy	Description
2	1	7	WATCH DOG Program allows fathers and grandfathers to be present throughout the school day. Their goal is to check all doors and monitor hallways and cafeteria to ensure safety. They are present outside during drop off and dismissal times. They assist with lunches in the cafeteria as well as in the gyms during PE where larger groups of students are present.

Staff Responsible for Monitoring: Principal			
Goal	Performance Objective	Strategy	Description
3	1	1	Provide training for instructional aides in the areas of special ed, ESL, contact areas and highly effective classroom strategies.

Staff Responsible for Monitoring: Admin and Mentor Teachers			
Goal	Performance Objective	Strategy	Description
3	2	1	Mentors for new teachers or teachers new to the district will be utilized. Monthly meetings with new hires and mentors will be held.

Staff Responsible for Monitoring: Admin and Tech Committee			
Goal	Performance Objective	Strategy	Description
4	1	1	Various devices such as tablets, Chromebooks, laptops, and/or computers are accessible to all students and teachers
4	1	2	Effective professional development is conducted for all staff and in order to strengthen awareness of hardware and software and how it can be incorporated into daily instruction.

Staff Responsible for Monitoring: Technology team			
Goal	Performance Objective	Strategy	Description
4	1	3	Our instructional technologist will assist teachers in the utilization of a newly created innovation room which includes Virtual Reality headsets, a green screen, and Chromebooks. (Web site resource: Bits and Bytes which includes a wide variety of tips for implementing technology)

Barbers Hill Independent School District

Barbers Hill Elementary South

2021-2022 Goals/Performance Objectives/Strategies by Staff Responsible for Monitoring



Goals/Performance Objectives/Strategies by Staff Responsible for Monitoring

Staff Responsible for Monitoring: Administrators, CIA Leaders			
Goal	Performance Objective	Strategy	Description
1	1	1	Teachers will meet weekly in PLCs to discuss targeted skills, data, and best practices; identify students' needs, and plan for intervention and enrichment.
1	1	8	Recognize needs and provide training for teachers on instructional strategies and best practices.
4	2	1	Provide professional development opportunities for staff members via: book studies, PLCs, demonstration lessons, beginning of year training sessions, etc.

Staff Responsible for Monitoring: CIA leaders, Classroom Teachers			
Goal	Performance Objective	Strategy	Description
1	1	2	Teachers will meet weekly to plan for their first line of instruction and assessments.

Staff Responsible for Monitoring: Administrators, CIA leaders, Classroom Teachers, Interventionists			
Goal	Performance Objective	Strategy	Description
1	1	3	All student groups will be carefully monitored on each curriculum-based assessment and other common assessments with an emphasis on closing the achievement gap between lower and higher performing groups.

Staff Responsible for Monitoring: CIA leaders, Classroom Teachers, Interventionists, Administrators			
Goal	Performance Objective	Strategy	Description
1	1	4	Tutorial and interventions will be provided for all students that did not pass their previous state assessment, that are not on grade level, and that do not pass the CBAs or benchmark assessments.

Staff Responsible for Monitoring: Administrators, Bilingual Teachers			
Goal	Performance Objective	Strategy	Description
1	1	5	Bilingual teachers will meet monthly as a PLC to discuss best instructional practices, lesson planning, students' struggles, and strategic interventions.
1	1	13	Bilingual teachers will meet monthly with the administrators to discuss student progress, needs, and strategic interventions.

Staff Responsible for Monitoring: Administrators, Special Education Teachers			
Goal	Performance Objective	Strategy	Description
1	1	6	Increase opportunities for placement in inclusion and/or co-teach settings will be provided for Special Education students.
1	1	12	Special Education teachers will meet bi-monthly with the administrators to discuss student progress, needs, and strategic interventions.

Staff Responsible for Monitoring: Administrators, Special Education Teachers, 504 Coordinator, RtI Coordinator, Interventionists			
Goal	Performance Objective	Strategy	Description
1	1	7	Supplemental aids will be provided routinely for special education, 504, LEP, and other students with the accommodation.

Staff Responsible for Monitoring: Special Education Teachers, General Education Teachers			
Goal	Performance Objective	Strategy	Description
1	1	9	General education teachers, instructional aides, and special education teachers will meet as needed to review tested expectations, discuss needs/concerns, and update IEPs.

Staff Responsible for Monitoring: Administrators, Special Education Teachers, General Education Teachers			
Goal	Performance Objective	Strategy	Description
1	1	10	Identify and create a plan for all students who are not making adequate gains to make a full year's growth with a focus on Special Education and LEP students

Staff Responsible for Monitoring: Mentor Coordinator			
Goal	Performance Objective	Strategy	Description
1	1	11	Faculty and community mentors will be provided for designated students.

Staff Responsible for Monitoring: Administrators, Classroom Teachers			
Goal	Performance Objective	Strategy	Description
1	2	1	Monitor the progress of students who achieved master grade level or were within the strike zone of masters grade level on the previous state's assessment.
1	3	2	Teachers will set goals and develop strategies to help all students achieve greater than expected growth.
3	2	3	Communicate all discipline issues with parents.

Staff Responsible for Monitoring: Administrators, Classroom Teachers, CIA Leaders			
Goal	Performance Objective	Strategy	Description
1	2	2	Provide enrichment opportunities for students within the strike zone of masters grade level.

Staff Responsible for Monitoring: Administrators, CIA Reps			
Goal	Performance Objective	Strategy	Description
1	2	3	Teachers will meet weekly in PLCs to discuss students' progress toward masters grade level, instructional practices, and enrichment activities.
4	3	5	Provide opportunities for reading and writing professional development for all content areas with opportunities for collaborative planning to improve reading and writing across the curriculum.

Staff Responsible for Monitoring: Administrators, CIA Team, Leadership Team			
Goal	Performance Objective	Strategy	Description
1	3	1	Teachers will meet in PLCs to review data, identify students in need of intervention, and plan for intervention strategies.

Staff Responsible for Monitoring: Administrators, CIA Leaders, Classroom Teachers			
Goal	Performance Objective	Strategy	Description
1	3	3	Tutorials will be provided for students who do not achieve anticipated growth on CBAs and benchmark assessments.

Staff Responsible for Monitoring: Attendance Clerks			
Goal	Performance Objective	Strategy	Description
1	4	1	Parents will be called when students are absent by attendance clerk.

Staff Responsible for Monitoring: Administrators			
Goal	Performance Objective	Strategy	Description
1	4	2	Incorporate incentives for attendance on: a weekly basis, 6 week basis, and yearly basis.
1	4	3	Campus administrators will call students with absentee patterns.
1	4	4	Campus administrators will highlight the importance of attendance in newsletters and other communication avenues.
3	1	5	Implement the PBIS model
3	3	2	Teachers utilize drill lessons at the beginning of the year and practice each drill.
3	3	5	Conduct periodic security review of entrances and exits.
3	4	1	Teachers will display a yellow "substitute folder" on their front board which contains important school information/contact list, safety drills and expectations, important SPED information and the name of support staff should they need it.
4	1	1	Implement the New Teacher Program with mentor teacher assignment, meetings with principal, and teacher survey.
4	1	2	Utilize OHI results to target campus needs to create and implement systems and processes for campus-wide improvement.
4	1	3	Provide teacher attendance awards.
4	3	2	Required programs will be utilized and monitored: * Thinking Maps * Poverty Training * DRA 2-3 * Guided Reading 2-3 * Written Expression 2-4 * Story Form 2-4 * Report Form 2-5
4	3	3	Provide opportunities for professional development in the areas of inclusion, co-teach, differentiation, and second language learners.
4	3	4	Implement the campus peer observation system where teachers observe peer teachers.

Staff Responsible for Monitoring: Administrator, Attendance Clerk			
Goal	Performance Objective	Strategy	Description
1	4	5	Campus admin and attendance clerks will distribute attendance letters when absentee patterns begin to occur.

Staff Responsible for Monitoring: Administrators, Counselor, Classroom Teachers			
Goal	Performance Objective	Strategy	Description
2	1	1	Conduct an "Eagle Launch" orientation session prior to the opening of school to familiarize students and parents with campus and classroom rules and campus/classroom procedures.
2	1	2	Parental Involvement Policy implemented to increase communication with parents about school programs, testing, student progress, volunteer programs, and parent participation.
2	1	3	Develop campus and classroom newsletters to keep parents informed of campus-related activities and issues.

Staff Responsible for Monitoring: Classroom Teachers			
Goal	Performance Objective	Strategy	Description
2	1	4	Utilize agenda as a communication tool.

Staff Responsible for Monitoring: Campus Webmaster			
Goal	Performance Objective	Strategy	Description
2	1	5	Utilize campus website and social media to highlight on-going activities, successes, classroom web page links, and contact information.

Staff Responsible for Monitoring: Administrators, Counselor, Team Leaders, Classroom Teachers			
Goal	Performance Objective	Strategy	Description
2	1	6	Conduct at least 4 school-wide events that include parent participation. (Family Math Night, Veterans' Day, Holiday Programs, STAAR Night, Awards Ceremonies, etc.)

Staff Responsible for Monitoring: Counselor, School Nurse			
Goal	Performance Objective	Strategy	Description
2	1	7	Coordinate health services with community providers (Lion's Club, Eagle Vision, etc) for students in need of services

Staff Responsible for Monitoring: Counselor			
Goal	Performance Objective	Strategy	Description
2	1	8	Implement programs to provide students in need with necessary items (Backpack Buddies, clothing vouchers, school supply program).
3	1	2	Identify, teach, and reinforce a character trait each month through grade-level guidance lessons, announcements, on-going instruction, and Red Ribbon Week.
3	1	3	Conduct Eagle of the Month lunch and reward wall each six weeks
3	2	1	Conduct individual or small group sessions for students who are identified as having aggressive behaviors and for students who need techniques for conflict resolution.
3	3	7	Watch D.O.G.S. - The goal of the Watch D.O.G.S. program is to provide positive male role models for the students, demonstrating by their presence that education is important.

Staff Responsible for Monitoring: Administrator, Counselor			
Goal	Performance Objective	Strategy	Description
2	1	9	Hold meetings during the school day, inviting parental/volunteer involvement. These meetings will keep parents updated on school-wide activities in which parents are invited to attend or be involved.

Staff Responsible for Monitoring: Administrators, Counselor			
Goal	Performance Objective	Strategy	Description
3	1	1	Implement a student incentive program to identify and reward students for outstanding work, good citizenship, and relentless effort (Eagle of the Month, Eagle with Grit)
3	2	2	Provide individual counseling sessions regarding problem-solving and goal-setting for students with discipline infractions.

Staff Responsible for Monitoring: Administrator			
Goal	Performance Objective	Strategy	Description
3	1	4	Conduct end of year reward days for student behavior

Staff Responsible for Monitoring: PBIS Campus Coordinator			
Goal	Performance Objective	Strategy	Description
3	2	4	Conduct PBIS Team meetings to discuss data trends, interventions, and strategies for improvement.

Staff Responsible for Monitoring: Administrators, Counselors			
Goal	Performance Objective	Strategy	Description
3	3	1	Review Crisis Management Plan and conduct required emergency drills.

Staff Responsible for Monitoring: Counselors			
Goal	Performance Objective	Strategy	Description
3	3	3	Conduct guidance lessons focused on character traits and bullying awareness.

Staff Responsible for Monitoring: C3AMPS			
Goal	Performance Objective	Strategy	Description
3	3	4	Provide the "GREAT" program for 5th grade students through local deputy.

Staff Responsible for Monitoring: Administrators, Receptionists			
Goal	Performance Objective	Strategy	Description
3	3	6	Ensure all visitors are checked through the Raptor system and wearing a badge on campus.

Staff Responsible for Monitoring: CIA Leaders, Administrators			
Goal	Performance Objective	Strategy	Description
4	3	1	Staff's instructional needs will be identified and training will be provided during PLCs.

Staff Responsible for Monitoring: Campus Technology Specialist, Teachers			
Goal	Performance Objective	Strategy	Description
4	3	6	Technology professional development opportunities will be available on a weekly basis

Barbers Hill Independent School District

Barbers Hill Middle School North

2021-2022 Goals/Performance Objectives/Strategies by Staff Responsible for Monitoring

Accountability Rating: Not Rated: Declared State of Disaster



Goals/Performance Objectives/Strategies by Staff Responsible for Monitoring

Staff Responsible for Monitoring: ELA Teachers; IC's; Academic Dean; T-Tess Appraisers			
Goal	Performance Objective	Strategy	Description
1	1	1	Teachers will guide students in setting goals with the ISIP screener for Reading and improve their lexile level by the end of the year.
1	1	2	Teachers will guide students in self-reflection by creating student-data tracking charts with CFA's, CBA's, benchmarks, and other appropriate assessments to track their own growth on essential TEKS from August 2021 to May 2022.

Staff Responsible for Monitoring: ELA Teachers; IC's; Academic Dean; T-Tess Appraisers; LPAC reps; SPD support staff			
Goal	Performance Objective	Strategy	Description
1	1	3	Intervention opportunities will be provided to for all at risk students with a focus on SPD and EL strategies.

Staff Responsible for Monitoring: Teachers			
Goal	Performance Objective	Strategy	Description
1	1	4	Enrichment opportunities will be provided for students close to Meets and Masters Grade Level Performance.
1	2	4	Enrichment opportunities will be provided for students close to Meets and Masters Grade Level Performance.
1	3	3	Enrichment opportunities will be provided for students close to Meets and Masters Grade Level Performance with an emphasis on 8th grade.
1	4	3	Enrichment opportunities will be provided for students close to Meets and Masters Grade Level Performance in with an emphasis on 8th grade.

Staff Responsible for Monitoring: MTH Teachers; IC's; Academic Dean; T-Tess Appraisers			
Goal	Performance Objective	Strategy	Description
1	2	1	Teachers will guide students in setting goals with the ISIP screener for Math and improve their scores by the end of the year.
1	2	2	Teachers will guide students in self-reflection by creating student-data tracking charts with CFA's, CBA's, benchmarks, and other appropriate assessments to track their own growth on essential TEKS from August 2021 to May 2022.

Staff Responsible for Monitoring: MTH Teachers; IC's; Academic Dean; T-Tess Appraisers; LPAC reps; SPD support staff			
Goal	Performance Objective	Strategy	Description
1	2	3	Intervention opportunities will be provided to for all at risk students with a focus on SPD and EL strategies.

Staff Responsible for Monitoring: Science Teachers; IC's; Academic Dean; T-Tess Appraisers			
Goal	Performance Objective	Strategy	Description
1	3	1	Teachers will guide students in self-reflection by creating student-data tracking charts with CFA's, CBA's, benchmarks, and other appropriate assessments to track their own growth on essential TEKS from August 2021 to May 2022.

Staff Responsible for Monitoring: Science Teachers; IC's; Academic Dean; T-Tess Appraisers; LPAC reps; SPD support staff			
Goal	Performance Objective	Strategy	Description
1	3	2	Intervention opportunities will be provided to for all at risk students with a focus on SPD and EL strategies.

Staff Responsible for Monitoring: Social Studies Teachers; IC's; Academic Dean; T-Tess Appraisers			
Goal	Performance Objective	Strategy	Description
1	4	1	Teachers will guide students in self-reflection by creating student-data tracking charts with CFA's, CBA's, benchmarks, and other appropriate assessments to track their own growth on essential TEKS from August 2021 to May 2022.

Staff Responsible for Monitoring: Social Studies Teachers; IC's; Academic Dean; T-Tess Appraisers; LPAC reps; SPD support staff			
Goal	Performance Objective	Strategy	Description
1	4	2	Intervention opportunities will be provided to for all at risk students with a focus on SPD and EL strategies.

Staff Responsible for Monitoring: Teachers; Coaches; T-Tess Appraisers			
Goal	Performance Objective	Strategy	Description
1	5	1	Three checkpoints will be used to measure if students are growing to reach the SLO Goal each elective teacher has set for the students. Teachers and students will monitor continuously.

Staff Responsible for Monitoring: Attendance Clerk; AP's			
Goal	Performance Objective	Strategy	Description
1	6	1	Attention 2 Attendance will be implemented to provide ongoing tracking of student attendance and increase communication with parents regarding attendance laws.

Staff Responsible for Monitoring: Attendance Clerk			
Goal	Performance Objective	Strategy	Description
1	6	2	Attendance clerk will call parents daily when students are absent.

Staff Responsible for Monitoring: Attendance Clerk; AP's; Principal			
Goal	Performance Objective	Strategy	Description
1	6	3	Incentives for each grading period and semester will be put in place.

Staff Responsible for Monitoring: Principal; Principal Secretary			
Goal	Performance Objective	Strategy	Description
1	7	1	Principal will communicate at faculty meetings the importance of teachers being in the classroom. Nobody can replace the teacher! Communicate their value.

Staff Responsible for Monitoring: Principal/Principal's secretary			
Goal	Performance Objective	Strategy	Description
1	7	2	Incentives for each grading period will be in place for teachers and attendance from the campus.

Staff Responsible for Monitoring: Human Resources			
Goal	Performance Objective	Strategy	Description
1	7	3	District offers incentive pay for attendance.
2	2	5	All staff members complete SAFE Schools training at the beginning of each year.

Staff Responsible for Monitoring: Teachers/Academic Dean/Counselors/AP's			
Goal	Performance Objective	Strategy	Description
1	8	1	Content teams will meet at least twice weekly to discuss instructional practices, strategies, data protocols, interventions, and enrichment all focused student success and growth. These content teams are led by CIA leaders that participate as a member of the district PK-12 vertical alignment team.

Staff Responsible for Monitoring: Teachers/Academic Dean/AP's/Counselor's			
Goal	Performance Objective	Strategy	Description
1	8	2	Interdisciplinary teams meet twice a week to discuss solutions to behavioral concerns, social concerns, SEL lessons, or common interdisciplinary strategies to be used in the classroom.

Staff Responsible for Monitoring: Teachers; Admin Staff			
Goal	Performance Objective	Strategy	Description
1	9	1	Social studies teachers will utilize the IXL program with students in all grade levels.
1	9	2	Math teachers will utilize the Imagine Math program with students in all grade levels.

Staff Responsible for Monitoring: Academic Dean; IC's			
Goal	Performance Objective	Strategy	Description
1	9	3	The campus Instructional Coaches will research programs that support the format of the new STAAR assessment, align to essential standards, and support classroom instructional practices.

Staff Responsible for Monitoring: District Admin; Campus Admin			
Goal	Performance Objective	Strategy	Description
2	1	1	Professional development in social and emotional learning and support will be provided for staff members.

Staff Responsible for Monitoring: PBIS Team; AP's; Principal			
Goal	Performance Objective	Strategy	Description
2	1	2	Utilize, and further develop, the PBIS system for behavioral intervention.

Staff Responsible for Monitoring: PASS instructor; AP			
Goal	Performance Objective	Strategy	Description
2	1	3	PASS program will be implemented this year to help with students that have consistent behavioral issues that are disrupting their own learning environment and others.

Staff Responsible for Monitoring: AP's; Teachers			
Goal	Performance Objective	Strategy	Description
2	1	4	Install and implement the Tardy Kiosk system. Consistency will be the key to effectiveness.

Staff Responsible for Monitoring: DAEP Principal and AP's			
Goal	Performance Objective	Strategy	Description
2	2	1	Random drug testing will occur.

Staff Responsible for Monitoring: Principal; Technology			
Goal	Performance Objective	Strategy	Description
2	2	2	The new RAPTOR system will be used for regularly scheduled drills and teachers will become effective in the use of the new APP.

Staff Responsible for Monitoring: District and Campus Nurse; Social Worker; Counselors; Principal			
Goal	Performance Objective	Strategy	Description
2	2	3	Scope and sequence of abstinence-based sex education will be implemented in grades 6 & 7.

Staff Responsible for Monitoring: School Nurse			
Goal	Performance Objective	Strategy	Description
2	2	4	Vision and hearing screening is provided to 7th grade.

Staff Responsible for Monitoring: AP's; Campus Officer; Principal			
Goal	Performance Objective	Strategy	Description
2	2	6	Utilize the security cameras throughout the school.

Staff Responsible for Monitoring: AP's; Campus officer; Principal			
Goal	Performance Objective	Strategy	Description
2	2	7	Utilize the Vape sensors and APP to identify students using vapes in the restrooms.

Staff Responsible for Monitoring: Counselors; AP's; Safe Schools Coordinator; Technology			
Goal	Performance Objective	Strategy	Description
2	2	8	Utilize the "Stop It" program to identify bullying and threatening behavior.

Staff Responsible for Monitoring: Teachers and Nurse			
Goal	Performance Objective	Strategy	Description
2	3	1	Temperature checks every morning on all students.

Staff Responsible for Monitoring: Custodians; Safe Schools Coordinator			
Goal	Performance Objective	Strategy	Description
2	3	3	Germinator is sprayed by the custodians each night.

Staff Responsible for Monitoring: Safe Schools Coordinator; Nurse; Principal			
Goal	Performance Objective	Strategy	Description
2	3	4	Process map provided by the district for guidance on how to reduce the spread of COVID-19 virus as well as guidance for when self-isolation is necessary.

Staff Responsible for Monitoring: Counselor ; AP; PLC Leader			
Goal	Performance Objective	Strategy	Description
3	1	1	Active participation in weekly PLC meetings is expected of all teachers.

Staff Responsible for Monitoring: Counselor; AP; Team Leader			
Goal	Performance Objective	Strategy	Description
3	1	2	All staff members will participate in making positive phone calls home until 100% of the students on the team have received a positive phone call.

Staff Responsible for Monitoring: Admin and Teachers			
Goal	Performance Objective	Strategy	Description
3	1	3	Parents will be provided with information to assist them in supporting their child's success through progress reports, parent conferences, state assessment reports, and other data and personal reporting methods.

Staff Responsible for Monitoring: Principal			
Goal	Performance Objective	Strategy	Description
3	2	1	A wide variety of school activities will be offered to facilitate a positive home/school connection. Events will be communicated through Remind, Skyward, Newsletters; Websites; marquees, etc.

Staff Responsible for Monitoring: Campus admin			
Goal	Performance Objective	Strategy	Description
3	2	2	Eagle Launch and Open House will occur inviting parents to build relationships between home/school. These events will be communicated through the calendar of events, emails, and the campus web page.

Staff Responsible for Monitoring: Counselors; Principal			
Goal	Performance Objective	Strategy	Description
3	2	3	Parent volunteer opportunities will be encouraged when COVID protocols are not in place.

Staff Responsible for Monitoring: Registrar; Academic Dean			
Goal	Performance Objective	Strategy	Description
3	3	1	All parents will receive electronic versions of progress reports and report cards.

Staff Responsible for Monitoring: Safe Schools Coordinator			
Goal	Performance Objective	Strategy	Description
3	3	2	All families receive electronic versions of our weekly Family Dares that support the SEL program we do in school.

Staff Responsible for Monitoring: District PD dept; Teachers; Principal			
Goal	Performance Objective	Strategy	Description
4	1	1	All core teachers on campus will be provided the 30 hour GT training within the first year of employment.

Staff Responsible for Monitoring: Academic Dean; Teachers			
Goal	Performance Objective	Strategy	Description
4	1	2	All teachers that teach Pre-AP classes will have received appropriate College Board Training.

Staff Responsible for Monitoring: District CIA			
Goal	Performance Objective	Strategy	Description
4	2	1	Provide professional development for teachers and campus leaders to build a foundation of vertical and horizontal alignment in all content areas.

Staff Responsible for Monitoring: SPD district staff; Academic dean; Classroom Teachers			
Goal	Performance Objective	Strategy	Description
4	2	2	Training will be provided in the use of supplemental aides and state testing accommodations for students with learning difficulties. (RTI, EL, SPD)

Staff Responsible for Monitoring: Test Coordinator (District and Campus); Teachers			
Goal	Performance Objective	Strategy	Description
4	2	3	Provide assistance to all teachers to allow various opportunities for online testing.

Staff Responsible for Monitoring: SPD dept; Teachers; Aides			
Goal	Performance Objective	Strategy	Description
4	2	4	Provide training on instructional supports for paraprofessionals working with special education students.

Staff Responsible for Monitoring: LPAC; Principal; Teachers			
Goal	Performance Objective	Strategy	Description
4	2	5	All campus ELA teachers will be provided ESL training and become ESL certified within the first year of employment.

Staff Responsible for Monitoring: District level admin; Counselors			
Goal	Performance Objective	Strategy	Description
4	2	6	Professional development on social emotional learning and support will be provided for staff members.

Barbers Hill Independent School District

Barbers Hill Middle School South

2021-2022 Goals/Performance Objectives/Strategies by Staff Responsible for Monitoring



Goals/Performance Objectives/Strategies by Staff Responsible for Monitoring

Staff Responsible for Monitoring: Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs			
Goal	Performance Objective	Strategy	Description
1	1	1	PLANNING Teachers will meet with content PLCs four times a week for lesson planning, instructional strategies, and data analysis Teachers will meet with academic PLCs once a week to discuss students' academic, social, emotional, and behavioral needs. Weekly lesson plans will be turned into the shared drive for each grade level and will follow either the Madeline Hunter lesson cycle or 5E. Curriculum maps and pacing calendars for each grade level will be followed with fidelity. Vertical alignment within the district will be continuous with campus members that serve on the district CIA team. Refer to Essential Standards when planning in Content PLCs. Follow the Year at a Glance and insure alignment with Middle School North.
1	1	2	INSTRUCTIONAL STRATEGIES Frame the lesson each day by posting the learning objective aligned to TEKS with a "We will..." statement, refer back to the objective to check for understanding, and close the lesson with an "I will..." statement. Provide a close to the lesson that is related to the lesson objective and has students demonstrate what they have learned. Facilitate active learning for all students during instruction by ensuring all students are engaged. Teach in the power zone to engage all students and to monitor and assess their learning. Differentiate instruction to meet the needs of a variety of learning styles and abilities (focusing on SPED, ELs, and EDs). Integrate technology into the classroom to enhance instruction and engage students in learning. Utilize rubrics, peer editing, and revising in planned writing activities. Provide numerous opportunities for students to write with a purpose. Use graphic organizers to enhance learning. Provide and train SPED and ELs with tools such as supplemental aides, graphic organizers, other instructional tools, and online testing (as applicable).
1	1	3	ASSESSMENT AND DATA ANALYSIS Understand the State Accountability System and be able to articulate how all content areas impact campus accountability (specifically the area taught, and how both campus grades and distinctions are earned. Use the campus/district assigned process to analyze STAAR, CBA, and Benchmark data to identify gaps/misalignment in curriculum and improve instructional practices. Administer CBAs aligned to curriculum maps and STAAR readiness and supporting standards. Use SLO goal data to track student growth. Students will track their own data and growth using individual data trackers.

Staff Responsible for Monitoring: Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs			
Goal	Performance Objective	Strategy	Description
1	1	4	INTERVENTION/ENRICHMENT Provide tutorials during enrichment period (8th grade) focusing on gaps identified through STAAR, IStation, CBA, and Benchmark data. Develop a plan and provide biweekly enrichment and intervention in 6th/7th ELAR classrooms focusing on STAAR, IStation, CBA's, CFA's, and benchmark data. Provide tutorials before school and afterschool MASH as needed. Provide remediated instruction for STAAR failures from 2021 with Reading Lab classes. Provide targeted intervention based on Benchmarks and classwork. Implement SOAR with team/department to address academic and behavioral issues.
1	1	5	PROFESSIONAL DEVELOPMENT Collaborate with colleagues in PLCs focusing on best practices for increasing student learning (focus on SPED, EcoDis, and ELs). Participate in Pre-AP training as necessary. Participate in professional development activities related to instructional strategies for At risk, SPED, EL, 504, and RTI students. Seek professional development directly related to classroom instruction within the district and outside the district. Seek professional development on writing strategies for all students with a concentration on SPED and EL students.
1	2	1	PLANNING Teachers will meet with content PLCs four times a week for lesson planning, instructional strategies, and data analysis Teachers will meet with academic PLCs once a week to discuss students' academic, social, emotional, and behavioral needs. Weekly lesson plans will be turned into the shared drive for each grade level and will follow either the Madeline Hunter lesson cycle or 5E. Teachers will regularly meet cross-campus to share best practices and analyze data. Curriculum maps for each grade level will be followed with fidelity. Vertical alignment within the district will be continuous with campus members that serve on the district CIA team. Refer to Essential Standards when planning in Content PLCs. Follow the Year at a Glance and insure alignment with Middle School North.
1	2	2	INSTRUCTIONAL STRATEGIES Frame the lesson each day by posting the learning objective aligned to TEKS with a "We will..." statement, refer back to the objective to check for understanding, and close the lesson with an "I will..." statement. Provide a close to the lesson that is related to the lesson objective and has students demonstrate what they have learned. Facilitate active learning for all students during instruction by ensuring all students are engaged. Teach in the power zone to engage all students and to monitor and assess their learning. Differentiate instruction to meet the needs of a variety of learning styles and abilities (focusing on SPED, ELs, and EDs). Integrate technology into the classroom to enhance instruction and engage students in learning. Implement core content vocabulary Incorporate common writing processes in the math content area to support writing strategies in ELAR (critical writing). Utilize a variety of chrome book apps to enhance lessons/instruction and engage students in learning. Provide daily focus to review TEKS that were not mastered on CBAs, reinforce new learning, or to check for mastery. 6th and 7th will continue with block scheduling and an intervention/enrichment plan to meet Every Name, Every Need. Provide and train SPED and ELs with tools such as supplemental aides, graphic organizers, other instructional tools, and online testing (as applicable).

Staff Responsible for Monitoring: Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs			
Goal	Performance Objective	Strategy	Description
1	2	3	ASSESSMENT AND DATA ANALYSIS Understand the State Accountability System and be able to articulate how all content areas impact campus accountability (specifically the area taught, and how both campus grades and distinctions are earned. Use the campus/district assigned process to analyze STAAR, CBA, and Benchmark data to identify gaps/misalignment in curriculum and improve instructional practices. Administer CBAs aligned to curriculum maps and STAAR readiness and supporting standards. Use SLO goal data to track student growth. Students track their growth on unit tests and CBAs by predicting a score beforehand and comparing their actual score to the prediction afterwards.
1	2	4	INTERVENTION/ENRICHMENT Provide tutorials during enrichment period (8th grade) focusing on gaps identified through STAAR, IStation, CBA, and Benchmark data. Develop a plan and provide biweekly enrichment and intervention in 6th/7th Math classrooms focusing on STAAR, IStation, CBA, and benchmark data. Provide tutorials before school and after school MASH as needed. Provide remediated instruction for STAAR failures from 2021 with a Math Lab class. Implementation of Maneuvering the Middle for grades 6-8 and Algebra I. Implement SOAR with team/department to address academic and behavioral issues.
1	2	5	PROFESSIONAL DEVELOPMENT Collaborate with colleagues in PLCs focusing on best practices for increasing student learning (focus on SPED, EcoDis, and ELs). Participate in Pre-AP training as necessary. Participate in professional development activities related to instructional strategies for At risk, SPED, EL, 504, and RTI students. Seek professional development directly related to classroom instruction within the district and outside the district. Seek professional development on writing strategies for all students with a concentration on SPED, EL, and EDA students. Seek professional development on "best practices" writing strategies for content areas other than ELAR. Seek professional development on implementing technology in the classroom on a regular basis.
1	3	1	PLANNING Teachers will meet with content PLCs four times a week for lesson planning, instructional strategies, and data analysis Teachers will meet with academic PLCs once a week to discuss students' academic, social, emotional, and behavioral needs. Weekly lesson plans will be turned into the shared drive for each grade level and will follow either the Madeline Hunter lesson cycle or 5E. Curriculum maps for each grade level will be followed with fidelity. Vertical alignment within the district will be continuous with campus members that serve on the district CIA team.

Staff Responsible for Monitoring: Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs			
Goal	Performance Objective	Strategy	Description
1	3	2	INSTRUCTIONAL STRATEGIES Frame the lesson each day by posting the learning objective aligned to TEKS with a "We will..." statement, refer back to the objective to check for understanding, and close the lesson with an "I will..." statement. Provide a close to the lesson that is related to the lesson objective and has students demonstrate what they have learned. Facilitate active learning for all students during instruction by ensuring all students are engaged. Teach in the power zone to engage all students and to monitor and assess their learning. Differentiate instruction to meet the needs of a variety of learning styles and abilities (focusing on SPED, ELs, and EDs). Integrate technology into the classroom to enhance instruction and engage students in learning. Incorporate common writing processes in the science content area to support writing strategies in ELAR (critical writing). Incorporate content reading strategies through cross-curricular passages. Utilize labs at least 40% to improve familiarity with lab procedures, equipment, and science concepts as Covid-19 safety measures allow. Utilize Edusmart, NearPod, Classkick, EdPuzzle, Quizizz, Quizlet, ScienceDuo, Kesler Science, white boards, and panels to enhance instruction. Create and execute the station for the STAAR review Blitz in May 2022 ensuring they are TEKS based and engaging for students. Collaborate with teachers to discuss best practices. Provide and train SPED and ELs with tools such as supplemental aides, graphic organizers, other instructional tools, and online testing (as applicable).
1	3	3	ASSESSMENT AND DATA ANALYSIS Understand the State Accountability System and be able to articulate how all content areas impact campus accountability (specifically the area taught, and how both campus grades and distinctions are earned. Use the campus/district assigned process to analyze STAAR, CBA, and Benchmark data to identify gaps/misalignment in curriculum and improve instructional practices. Administer CBAs aligned to curriculum maps and STAAR readiness and supporting standards. Use SLO goal data (teacher and student data charts) to track student growth.
1	3	4	INTERVENTION/ENRICHMENT Provide tutorials during enrichment period (8th grade) focusing on gaps identified through STAAR, Unit Tests, CBA, and Benchmark data. Develop and implement a plan for 8th grade Enrichment based on classroom assessments, CBAs, STAAR, and benchmark data. Provide tutorials before school and afterschool MASH as needed. Implement SOAR with team/department to address academic and behavioral issues.
1	3	5	PROFESSIONAL DEVELOPMENT Collaborate with colleagues in PLCs focusing on best practices for increasing student learning (focus on SPED, EcoDis, and ELs). Participate in Pre-AP training as necessary. Participate in professional development activities related to instructional strategies for At risk, SPED, EL, 504, and RTI students. Seek professional development directly related to classroom instruction within the district and outside the district. Seek professional development on writing strategies for all students with a concentration on SPED and EL students.

Staff Responsible for Monitoring: Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs			
Goal	Performance Objective	Strategy	Description
1	4	1	PLANNING Teachers will meet with content PLCs four times a week for lesson planning, instructional strategies, and data analysis Teachers will meet with academic (Blue/White) PLCs once a week to discuss students' academic, social, emotional, and behavioral needs. Teachers will communicate to discuss CBAs and to share best practices and analyze data. Weekly lesson plans will be turned into the shared drive for each grade level and will follow either the Madeline Hunter lesson cycle or 5E. Curriculum maps for each grade level will be followed with fidelity. Vertical alignment within the district will be continuous with campus members that serve on the district CIA team. Make adjustments as needed on the STAAR Review Blitz and implementation in the spring. Plan for and provide weekly TEKS based materials for 8th grade SS enrichment.
1	4	2	INSTRUCTIONAL STRATEGIES Frame the lesson each day by posting the learning objective aligned to TEKS with a "We will..." statement, refer back to the objective to check for understanding, and close the lesson with an "I will..." statement. Provide a close to the lesson that is related to the lesson objective and has students demonstrate what they have learned. Facilitate active learning for all students during instruction by ensuring all students are engaged. Teach in the power zone to engage all students and to monitor and assess their learning. Differentiate instruction to meet the needs of a variety of learning styles and abilities (focusing on SPED, ELs, and EDs). Integrate technology into the classroom to enhance instruction and engage students in learning. Implement core content vocabulary. Incorporate a common writing process and writing critically in the social studies content area to support writing strategies in ELAR (critical writing). Incorporate reading strategies into class instruction to support the district reading instructional focus. Incorporate novels and/or primary source documents and excerpts into 7th and 8th grade classes that will also support reading comprehension and literacy. Focus on social studies themes among all grade levels to promote vertical alignment. Create and execute stations for in classroom STAAR Review Blitz in May 2021 ensuring they are TEKS based and engaging for students. Provide and train SPED and ELs with tools such as supplemental aides, graphic organizers, other instructional tools, and online testing (as applicable).
1	4	3	ASSESSMENT AND DATA ANALYSIS Understand the State Accountability System and be able to articulate how all content areas impact campus accountability (specifically the area taught, and how both campus grades and distinctions are earned. Use the campus/district assigned process to analyze STAAR, CBA, and Benchmark data to identify gaps/misalignment in curriculum and improve instructional practices. Administer CBAs aligned to curriculum maps, district identified Essential Standards, and STAAR readiness and supporting standards. Teach students to monitor their own progress using tracking charts. Use SLO goal data to track student growth.
1	4	4	INTERVENTION/ENRICHMENT Provide tutorials during enrichment period (8th grade) focusing on gaps identified through STAAR, IStation, CBA, and Benchmark data. Develop a plan and provide biweekly enrichment and intervention in 6th/7th ELAR classrooms focusing on STAAR, IStation, CBA, and benchmark data. Provide tutorials before school and afterschool MASH as needed. Implement SOAR with team/department to address academic and behavioral issues.

Staff Responsible for Monitoring: Academic Dean Principal Assistant Principal Instructional Coach Teachers in PLCs			
Goal	Performance Objective	Strategy	Description
1	4	5	PROFESSIONAL DEVELOPMENT Collaborate with colleagues in PLCs focusing on best practices for increasing student learning (focus on SPED, EcoDis, and ELs). Participate in Pre-AP training as necessary. Participate in professional development activities related to instructional strategies for At risk, SPED, EL, 504, and RTI students. Seek professional development directly related to classroom instruction within the district and outside the district (Teach Like a Champion, Fundamental 5, Talk Read, Talk Write, Emotional Poverty, etc.). Seek professional development on writing strategies for all students with a concentration on SPED and EL students.

Staff Responsible for Monitoring: Campus Admin; Special Services Admin; PASS faculty and staff			
Goal	Performance Objective	Strategy	Description
2	1	1	The implementation of the new PASS program will add an additional layer of support for students who show signs of serious behavior issues. Our PASS teacher will be a direct influence on their daily classroom behavior as well as acting as a mentor for these students.

Staff Responsible for Monitoring: Campus Admin; PBIS team			
Goal	Performance Objective	Strategy	Description
2	1	2	Implement an "Eagle Card" reward system designed to celebrate and bring awareness to students who are acting according to our behavioral expectations.
2	1	3	Our PBIS team will train and monitor the use of Tier I strategies with all teachers on campus.

Staff Responsible for Monitoring: District Admin; Campus Admin			
Goal	Performance Objective	Strategy	Description
2	2	1	Provide a dedicated block of time each week for SEL learning as well as providing the curriculum for this instructional time (Character Strong).
2	2	2	Professional development in social and emotional learning and support will be provided for staff members.
2	3	1	Full implementation of the new Raptor system will ensure that every student is accounted for at all times. This includes drills of all types as well as real-life scenarios and reunification strategies.

Staff Responsible for Monitoring: Registrar, Academic Dean			
Goal	Performance Objective	Strategy	Description
3	2	1	Parents will receive copies of their students report card via Skyward.

Staff Responsible for Monitoring: Campus Principal, Academic Dean			
Goal	Performance Objective	Strategy	Description
3	2	2	Parents will receive periodic updates from the Campus Principal

Staff Responsible for Monitoring: Attendance Clerk, Campus Admin			
Goal	Performance Objective	Strategy	Description
4	1	1	Attendance incentives will be offered each six weeks for those students with perfect attendance.

Staff Responsible for Monitoring: Campus Principal, Remote Conferencing Campus Coordinator, Remote Conferencing Facilitator			
Goal	Performance Objective	Strategy	Description
4	1	2	Implementation of the District's Remote Conferencing program.

Staff Responsible for Monitoring: District CIA			
Goal	Performance Objective	Strategy	Description
4	2	1	Provide professional development for teachers and campus leaders to build a foundation of vertical and horizontal alignment in all content areas.

Staff Responsible for Monitoring: SPD district staff; Academic dean; Classroom Teachers			
Goal	Performance Objective	Strategy	Description
4	2	2	Training will be provided in the use of supplemental aides and state testing accommodations for students with learning difficulties. (RTI, EL, SPD)

Staff Responsible for Monitoring: District level admin; Counselors			
Goal	Performance Objective	Strategy	Description
4	2	3	Professional development on social emotional learning and support will be provided for staff members.

Staff Responsible for Monitoring: Campus Admin			
Goal	Performance Objective	Strategy	Description
4	3	1	Design and implement a schedule for Campus Admin to visit each academic PLC during the school year.
4	3	2	Design and implement a schedule for campus admin to make structured yet informal visits to designated curriculum groups each six weeks.

Staff Responsible for Monitoring: Campus IC's, Campus Instructional Technologist			
Goal	Performance Objective	Strategy	Description
5	1	1	Training for our new classroom technology monitoring system will be provided during PLC's.

Staff Responsible for Monitoring: District Technology dept., Academic Dean, Campus Staff			
Goal	Performance Objective	Strategy	Description
5	2	1	Teachers assignments will begin to based on a google classroom system as opposed to the traditional "pencil and paper."

Barbers Hill Independent School District

Barbers Hill High School

2021-2022 Goals/Performance Objectives/Strategies by Staff Responsible for Monitoring



Goals/Performance Objectives/Strategies by Staff Responsible for Monitoring

Staff Responsible for Monitoring: Campus Principal, Counselors, Special Education Department Coach, Director of Special Education, Dean of Instruction, General Education Teacher			
Goal	Performance Objective	Strategy	Description
1	1	1	Schedule Special Education students so that effective, timely, and on-going Inclusion Support is provided through a Co-Teach model.

Staff Responsible for Monitoring: Dean of Instruction, Supervising Administrator, Instructional Coaches, Teachers			
Goal	Performance Objective	Strategy	Description
1	1	2	Design a comprehensive review, remediation, and enrichment program for STAAR EOC testers based on Benchmark, CBA and previous EOC data for all students and subpopulations.

Staff Responsible for Monitoring: Academic Dean of Testing Academic Dean of Instruction Instructional Coaches Teachers			
Goal	Performance Objective	Strategy	Description
1	1	3	Tutorials and remediation opportunities will be provided for all students who fail an EOC with particular attention to at risk students.

Staff Responsible for Monitoring: Dean of Instruction Counselors Instructional Coaches			
Goal	Performance Objective	Strategy	Description
1	1	4	Schedule students in Targeted Intervention classes so they can receive additional interventions to promote student success on STAAR EOC.

Staff Responsible for Monitoring: Campus Principal Academic Dean of Instruction Department Administrators Instructional Coaches Teachers			
Goal	Performance Objective	Strategy	Description
1	1	5	All student groups will be carefully monitored on each curriculum based assessment with particular attention to ELs, economically disadvantaged, and special education students.

Staff Responsible for Monitoring: All Teachers, Academic Dean of Testing			
Goal	Performance Objective	Strategy	Description
1	1	6	Ensure that all Special Education/504/EL students have access to, are taught how to use, and are provided opportunities to utilize supplemental aides during classroom instruction, when taking summative/formative classroom assessments, and when taking state tests.

Staff Responsible for Monitoring: Classroom Teachers			
Goal	Performance Objective	Strategy	Description
1	1	7	Utilize effective teaching strategies i.e. vocabulary word walls, quick writes, interactive notebooks, and dictionary use to ensure academic vocabulary acquisition by special education, African American, Hispanic, economically disadvantaged, and at risk students.

Staff Responsible for Monitoring: Principal Dean of Instruction Supervising Administrator Instructional Coaches Teachers			
Goal	Performance Objective	Strategy	Description
1	1	8	Post a daily lesson frame aligned to the TEKS and visible to all students.

Staff Responsible for Monitoring: Principal Dean of Instruction Supervising Administrator Instructional Coaches Teachers			
Goal	Performance Objective	Strategy	Description
1	1	9	Teachers meet daily in professional learning communities to collaboratively design TEKS-based lessons, share and model best practices, data analysis (common assessments, CBA, Benchmark, STAAR, AP, six weeks passing rates), and to review the progress of campus and department goals.
1	1	15	Engage students in critical thinking and writing using AP/PAP instructional strategies and questioning strategies such as Depth of Knowledge, STAAR Levels of Questions, and Socratic Seminars.

Staff Responsible for Monitoring: Dean of Instruction Supervising Administrator Instructional Coach Team Lead			
Goal	Performance Objective	Strategy	Description
1	1	10	Teachers will actively participate in daily Professional Learning Community activities. The Team Leader will ensure the daily agenda, lesson plans, and unit plans are completed and available to all members.

Staff Responsible for Monitoring: Asst. Superintendent of Personnel LPAC Coordinator Campus LPAC Administrator Dean of Instruction English Teachers			
Goal	Performance Objective	Strategy	Description
1	1	11	Ensure all BHHS English teachers are trained in language acquisition (sheltered instruction) and are ESL certified.

Staff Responsible for Monitoring: Principal Dean of Instruction Curriculum Coordinators All Administrators			
Goal	Performance Objective	Strategy	Description
1	1	12	Ensure that all teachers are trained in at least one research-based best practice including but not limited to the following and regularly implement the components of the strategies in their classrooms. Laying the Foundation The Fundamental Five Teach Like A Champion Thinking Maps Ruby Payne- A Framework for Understanding Poverty 7 Steps to a Language-Rich Classroom Meeting the Needs of Diverse Learners Critical Reading

Staff Responsible for Monitoring: Assoc. Director of ELA Dean of Instruction English Instructional Coach English Teachers			
Goal	Performance Objective	Strategy	Description
1	1	13	Target specific grammar skills at each grade level to ensure vertical alignment.

Staff Responsible for Monitoring: Teachers			
Goal	Performance Objective	Strategy	Description
1	1	14	Provide reteach/redo/retest opportunities for students on all tests in order to ensure mastery of TEKS.
1	2	2	Students will set individual goals related to their academic progress with their teachers.

Staff Responsible for Monitoring: Dean of Instruction CTE Coordinator Instructional Coaches Teachers			
Goal	Performance Objective	Strategy	Description
1	1	16	Flex scheduling will provide opportunities for student's academic growth, certification opportunities, and social emotional being.

Staff Responsible for Monitoring: Dean of Instruction			
Goal	Performance Objective	Strategy	Description
1	1	17	Increase the number of teachers trained in Advanced Academics (Ex.: Gifted and Talented annual updates, Advanced Placement Institutes, and Pre-AP Institutes)

Staff Responsible for Monitoring: Principal Dean of Instruction Department Administrators Teachers			
Goal	Performance Objective	Strategy	Description
1	2	1	Administrators guide teachers in setting goals and developing strategies to help all students achieve greater than expected growth.

Staff Responsible for Monitoring: Principal Dean of Instruction Instructional Coaches Department Administrators Teachers			
Goal	Performance Objective	Strategy	Description
1	2	3	Data protocols will be provided and implemented to monitor student progress related to the Approaches, Meets, and Masters grade level performance levels.

Staff Responsible for Monitoring: Campus Principal Assistant Principals			
Goal	Performance Objective	Strategy	Description
1	3	1	Attendance2Attendance will be implemented to provide ongoing tracking of student attendance and increase communication to home and school regarding attendance.
1	3	3	Assistant Principals will hold attendance hearings for students with chronic absentee patterns.

Staff Responsible for Monitoring: Campus Principal Assistant Principals Attendance Clerks			
Goal	Performance Objective	Strategy	Description
1	3	2	Parents will be called by the attendance clerk daily when students are absent.

Staff Responsible for Monitoring: Campus Principal			
Goal	Performance Objective	Strategy	Description
1	3	4	Campus Principal will highlight the importance of attendance in newsletters and other communication avenues.

Staff Responsible for Monitoring: Dean of Instruction Instructional Coaches Teachers			
Goal	Performance Objective	Strategy	Description
2	1	1	Identify students with AP Potential from teacher recommendations, AP Potential report, PSAT 8/9, PSAT/NMSQT, and STAAR data.

Staff Responsible for Monitoring: Coordinator for Advanced Academics Principal Dean of Instruction Instructional Coaches Teachers			
Goal	Performance Objective	Strategy	Description
2	1	2	Teachers will participate in AP/PAP/DC training. All current AP/PAP/DC teachers will participate in the appropriate advanced academics training to be compliant with district training requirements.

Staff Responsible for Monitoring: Coordinator for Advanced Academics Dean of Instruction AP Teachers			
Goal	Performance Objective	Strategy	Description
2	1	3	Offer additional AP course offerings.

Staff Responsible for Monitoring: AP Teachers			
Goal	Performance Objective	Strategy	Description
2	1	4	Utilize CollegeBoard student performance reports to identify and correct weaknesses in our instructional program.

Staff Responsible for Monitoring: Principal Dean of Instruction Department Administrators Mathematics Teachers English Teachers Curriculum Coordinators Instructional Coaches			
Goal	Performance Objective	Strategy	Description
2	1	5	Provide SAT training and resources for Instructional Coaches, English, and Math teachers.

Staff Responsible for Monitoring: CTE Coordinator			
Goal	Performance Objective	Strategy	Description
2	1	6	The number of students certified in specific areas related to workforce development will increase.
2	1	8	The failure rate of students in non-traditional CTE courses will be tracked each six weeks and student remediation will occur as needed.

Staff Responsible for Monitoring: CTE Coordinator			
Goal	Performance Objective	Strategy	Description
2	3	1	CTE course offerings will be aligned to current industry standards.
2	3	2	A coherent sequence of courses will be offered that lead to an endorsement and/or certification.

Staff Responsible for Monitoring: Director of Program and Curriculum Integration CTE Coordinator			
Goal	Performance Objective	Strategy	Description
2	1	7	Teacher training will be provided in courses that lead to student certifications.

Staff Responsible for Monitoring: College and Career Counselor, Counselors			
Goal	Performance Objective	Strategy	Description
2	1	9	Monitor the progression of students meeting college, career, and military readiness indicators.

Staff Responsible for Monitoring: Director of Program and Curriculum Integration Principal Dean of Testing			
Goal	Performance Objective	Strategy	Description
2	2	1	Provide students in grades 9-11 with the opportunity to take the PSAT test at no expense to the student during the regular school day.

Staff Responsible for Monitoring: Director of Program and Curriculum Integration Principal Dean of Testing 11th Grade Counselor			
Goal	Performance Objective	Strategy	Description
2	2	2	Provide students in grade 11 with the opportunity to take the SAT test at no expense to the student during the regular school day.

Staff Responsible for Monitoring: Principal Dean of Instruction Coordinator of State and Federal Funding Curriculum Coordinators Select Academic Team Sponsor Open Doors Team Sponsor			
Goal	Performance Objective	Strategy	Description
2	2	3	Offer and provide SAT and PSAT course preparation to students in grades 9-12. The following individual groups will receive test prep at no cost from the school: Select Academic Team Open Doors Team (Title 4 Student Group)

Staff Responsible for Monitoring: College and Career Counselor Counselors			
Goal	Performance Objective	Strategy	Description
2	2	4	Administer TSIA 2.0 to students enrolling in a dual credit course or Seniors needing to meet CCMR criteria.
2	4	3	Conduct an annual college fair.

Staff Responsible for Monitoring: Director of Program and Curriculum Integration College and Career Counselor AP Teachers			
Goal	Performance Objective	Strategy	Description
2	2	5	Administer AP exams for students enrolled in AP courses.

Staff Responsible for Monitoring: College and Career Counselor			
Goal	Performance Objective	Strategy	Description
2	2	6	The ASVAB will be administered annually.
2	4	2	Military recruiting agents will visit the campus.

Staff Responsible for Monitoring: CTE Coordinator Director of Technology			
Goal	Performance Objective	Strategy	Description
2	3	3	Provide the necessary hardware/software/basic supplies for the CTE courses.

Staff Responsible for Monitoring: CTE Coordinator CTE Teachers Principal Dean of Instruction College and Career Counselor			
Goal	Performance Objective	Strategy	Description
2	3	4	Continue the focus of expanding certification opportunities for CTE students.

Staff Responsible for Monitoring: CTE Coordinator CTE Teachers			
Goal	Performance Objective	Strategy	Description
2	3	5	Collaborate with Lee College, CMEF, and local industry to meet the needs of a community workforce program, and seek funding sources for training equipment.
2	3	7	Develop a plan to improve CTE Nontraditional Course Completion Rate for males and females.

Staff Responsible for Monitoring: CTE Coordinator CTE Teachers			
Goal	Performance Objective	Strategy	Description
2	4	4	Collaborate with Lee College and local industry to meet the needs of CTE programs.
2	4	5	Conduct an elective fair for grades 9-11 during registration that includes CTE courses and programs.

Staff Responsible for Monitoring: Associate Director of Curriculum & Advanced Academics CTE Coordinator CTE Teachers			
Goal	Performance Objective	Strategy	Description
2	3	6	Increase participation and quality of the STEM, Health Science, Ag, A/V Technology, Construction, and Business programs.

Staff Responsible for Monitoring: College and Career Task Force CTE Coordinator Campus Principal Lead Counselor Dean of Instruction CTE Teachers			
Goal	Performance Objective	Strategy	Description
2	3	8	Use the evaluation of the CTE program conducted during the previous year to make decisions regarding the addition/deletion/revision of CTE programs for the 22-23 school year.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Assoc. Director of Curriculum & Advanced Academics Dean of Instruction Select Academic Team Sponsors			
Goal	Performance Objective	Strategy	Description
2	3	9	Support a Select Academic Team (grades 9-11) to foster and grow National Merit and AP Scholars.

Staff Responsible for Monitoring: Director of Program and Curriculum Integration Dean of Instruction CTE Coordinator College and Career Counselor			
Goal	Performance Objective	Strategy	Description
2	3	10	Increase advanced course offerings (OnRamps, AP, DC, advanced CTE, etc.)

Staff Responsible for Monitoring: Deputy Superintendent of Curriculum and Instruction Director of Program and Curriculum Integration State/Federal Programs Coordinator Dean of Instruction Open Doors Sponsors			
Goal	Performance Objective	Strategy	Description
2	3	11	Continue the Open Doors program to identify and support underrepresented populations of students in advanced courses.

Staff Responsible for Monitoring: Deputy Superintendent of Curriculum and Instruction Assoc. Director of Curriculum & Advanced Academics CTE Coordinator Computer Science Teacher

Goal	Performance Objective	Strategy	Description
2	3	12	Increase the participation and quality of the Computer Science courses.

Staff Responsible for Monitoring: Deputy Superintendent Director of Program and Curriculum Integration CTE Coordinator Health Science Teachers

Goal	Performance Objective	Strategy	Description
2	3	13	Increase the participation and quality of the Health Science Technology courses.

Staff Responsible for Monitoring: CTE Coordinator College and Career Counselor Counselors

Goal	Performance Objective	Strategy	Description
2	4	1	Career exploration activities will occur annually.

Staff Responsible for Monitoring: CTE Coordinator College and Career Counselor

Goal	Performance Objective	Strategy	Description
2	4	6	Conduct an annual career day with community partnerships.

Staff Responsible for Monitoring: Campus administration Counselors Teachers

Goal	Performance Objective	Strategy	Description
3	1	1	Increase the use of Skyward Message Center, Remind, Twitter, or other platforms to create personalized emails and phone calls/text to parents regarding important events.

Staff Responsible for Monitoring: Counselors Dean of Instruction Principal			
Goal	Performance Objective	Strategy	Description
3	1	2	The counseling office will offer the following services this year: Senior Parent Night Financial Aid Nights SAT/ACT Boot camp Junior Parent Night Freshman Orientation Incoming Freshman Parent Night Sophomore Parent Night Scheduling Presentations Four Year Planning Four Year Revise and Edit Endorsement Update Advanced Academics Parent Night Mentor Coordination College Applications TACRO College Night Career Fair - CTE Dual Credit TSIA 2.0 Testing TSIA 2.0 Testing for Seniors Top 10% Banquet Coffee with the Counselors Rank Dissemination

Staff Responsible for Monitoring: Deputy Superintendent of Curriculum and Instruction			
Goal	Performance Objective	Strategy	Description
3	1	3	Open Houses and orientations will occur at each campus.

Staff Responsible for Monitoring: Assistant Principal over Safety 9th Grade Counselor			
Goal	Performance Objective	Strategy	Description
3	1	4	Watch D.O.G.S. program will be utilized.

Staff Responsible for Monitoring: Campus Principal PBIS Administrator PBIS Team			
Goal	Performance Objective	Strategy	Description
4	1	1	Provide multiple PBIS updates throughout the year for all high school staff.

Staff Responsible for Monitoring: Campus Principal PBIS Administrator PBIS Team			
Goal	Performance Objective	Strategy	Description
4	1	2	Provide on-going support for the PBIS committee to ensure effective implementation.

Staff Responsible for Monitoring: Campus Administrators Counselors S4 Committee			
Goal	Performance Objective	Strategy	Description
4	1	3	Provide guest speakers and special presentations to encourage positive and productive decision-making.

Staff Responsible for Monitoring: Counselors Campus Administrators School Nurse			
Goal	Performance Objective	Strategy	Description
4	1	4	Conduct parent meetings to provide parents with resources and information regarding the dangers of cyber bullying, dating violence, sexual harassment, and teenage tobacco/drug/alcohol use.

Staff Responsible for Monitoring: Principal PBIS Administrator PBIS Team			
Goal	Performance Objective	Strategy	Description
4	1	5	Create and display signage throughout the school and classrooms furthering behavioral expectations.

Staff Responsible for Monitoring: Safe Schools Coordinator Director of Technology Principal Assistant Principals			
Goal	Performance Objective	Strategy	Description
4	1	6	Use STOPit! anonymous reporting program for bullying and other threatening behavior.

Staff Responsible for Monitoring: Safe Schools Coordinator Principal Assistant Principal over Safety			
Goal	Performance Objective	Strategy	Description
4	1	7	Safety Assessment Monitors located at all campuses to assist in safety awareness and training of substitutes on safety protocols.

Staff Responsible for Monitoring: Principal Campus Administrators Counselors Social Worker Teachers SEL Task Force			
Goal	Performance Objective	Strategy	Description
4	1	8	SEL lessons delivered to classes every Wednesday.

Staff Responsible for Monitoring: DAEP Principal, Principal, and Principal's Secretary			
Goal	Performance Objective	Strategy	Description
4	2	1	Random drug testing program will be conducted.

Staff Responsible for Monitoring: Counselors Principal			
Goal	Performance Objective	Strategy	Description
4	2	2	Sexual Child Abuse training will be conducted at each campus and/or on-line.

Staff Responsible for Monitoring: Coordinator of Student Services			
Goal	Performance Objective	Strategy	Description
4	2	3	Code of Student Conduct will be revised annually and communicated to all stakeholders.

Staff Responsible for Monitoring: Deputy Superintendent Counselors			
Goal	Performance Objective	Strategy	Description
4	2	4	Counseling and School Social Worker services will be available on campus.

Staff Responsible for Monitoring: Lead Nurse			
Goal	Performance Objective	Strategy	Description
4	2	5	CPR training will be offered twice annually for all employees.

Staff Responsible for Monitoring: Counselors			
Goal	Performance Objective	Strategy	Description
4	2	6	504 updates will occur annually and as needed.
4	2	7	Bullying awareness intervention, safety, coping strategies, etc will be offered to students through character development lessons and assemblies.

Staff Responsible for Monitoring: Deputy Superintendent Counselors District Social Worker			
Goal	Performance Objective	Strategy	Description
4	2	8	Drug and Alcohol abuse awareness will occur throughout the year (Red Ribbon Week, Fall Fest)

Staff Responsible for Monitoring: Lead Nurse Biology Teachers			
Goal	Performance Objective	Strategy	Description
4	2	9	CPR instruction will be provided to all students during their 9th grade year.

Staff Responsible for Monitoring: Counselors Safe Schools Coordinator			
Goal	Performance Objective	Strategy	Description
4	2	10	SEL lessons will address dating violence prevention. Counselors will provide information to all students annually.

Staff Responsible for Monitoring: District Social Worker Counselors			
Goal	Performance Objective	Strategy	Description
4	2	11	Homeless student/family identification & support occurs at registration.
4	2	12	Foster student and families are identified and supported through campus counselor.

Staff Responsible for Monitoring: Principal Dean of Instruction Instructional Coaches			
Goal	Performance Objective	Strategy	Description
5	1	1	Provide a common planning period for all state tested content/grade level teams to allow for collaboration, planning, data analysis, and curriculum alignment (vertical/horizontal).

Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Instructional Coaches			
Goal	Performance Objective	Strategy	Description
5	1	2	Assign team leaders to facilitate PLC efforts within a given team.

Staff Responsible for Monitoring: Principal Campus Administrators CTE Coordinator Department Chairs			
Goal	Performance Objective	Strategy	Description
5	2	1	Encourage enrollment for teachers and staff in upcoming professional development opportunities through careful communication and ensure all understand the process for registration if needed.

Staff Responsible for Monitoring: Principal Campus Administrators CTE Coordinator Department Chairs			
Goal	Performance Objective	Strategy	Description
5	2	2	Embedded professional development opportunities into Faculty Meeting time to promote the goals of the campus.

Staff Responsible for Monitoring: Principal Administrators Department Chairpersons			
Goal	Performance Objective	Strategy	Description
5	3	1	Maintain an organizational structure in all departments that includes a supervising administrator, a department chairperson, and/or content team leaders so that communication is accurate, timely, relevant, purposeful, and meaningful to all stakeholders.

Staff Responsible for Monitoring: Principal Administrators			
Goal	Performance Objective	Strategy	Description
5	3	2	Support the efforts of aspiring leaders and advanced degree pursuits through provision of observation hours, leadership assignments, and inclusion in leadership roles.
5	3	3	Increase opportunities for leadership for all teachers/staff by offering responsibilities in departments, committees, site teams, and content teams.

Staff Responsible for Monitoring: Principal Campus Administrators			
Goal	Performance Objective	Strategy	Description
5	3	4	Administrators will meet weekly or biweekly with department chairpersons and instructional coaches to ensure open lines of communication and to provide opportunities to problem-solve and provide input to administration.

BARBERS HILL INDEPENDENT SCHOOL DISTRICT

REPORT OF VIOLENT OR CRIMINAL INCIDENTS

2020-21

BARBERS HILL PREK-PreKindergarten

Types of Violent Criminal Incidents	Number of Incidents	
	2019-2020	2020-21
	0	0

Violence prevention strategies and interventions used at the Kindergarten Center:

1. The teachers and counselor teach units and lessons on “how to say no”, drug and alcohol abuse, smoking, conflict resolution, anger management, improper touching, and etc.
2. Teachers present units on following rules and the consequences that occur when students do not follow the rules
3. Fall Festival activities in October
4. Drug awareness activities are conducted throughout Red Ribbon Week
5. Non-Violent Crisis Intervention Training
6. Counseling activities specific to non-bullying techniques and responsible behavior
7. Units in class and counseling class addressing accepting others and the value of multi-cultural experiences
8. Students may be referred to the principal or assistant principal to be considered for intervention techniques
9. STOPit suspicious behavior reporting system
10. High School PALS Program
11. Mentor Program
12. Watch Dog Program
13. Gun safety video/lesson
14. Bus safety lessons at beginning of the year

BARBERS HILL INDEPENDENT SCHOOL DISTRICT

REPORT OF VIOLENT OR CRIMINAL INCIDENTS

2020-21

BARBERS HILL EARLY CHILD CENTER-Grades PreK-1st

Types of Violent Criminal Incidents	Number of Incidents	
	2019-2020	2020-21
	None	None

Violence prevention strategies and interventions used at the Kindergarten Center:

1. The teachers and counselor teach units and lessons on “how to say no”, drug and alcohol abuse, smoking, conflict resolution, anger management, improper touching, and etc.
2. Teachers present units on following rules and the consequences that occur when students do not follow the rules
3. Fall Festival activities in October
4. Drug awareness activities are conducted throughout Red Ribbon Week
5. Non-Violent Crisis Intervention Training
6. Counseling activities specific to non-bullying techniques and responsible behavior
7. Units in class and counseling class addressing accepting others and the value of multi-cultural experiences
8. Students may be referred to the principal or assistant principal to be considered for intervention techniques
9. STOPit suspicious behavior reporting system
10. High School PALS Program
11. Mentor Program
12. Watch Dog Program
13. Gun safety video/lesson
14. Bus safety lessons at beginning of the year

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIDENTS 2020-21

BARBERS HILL ELEMENTARY NORTH-Grades 2nd-5th

Types of Violent Criminal Incidents	Number of Incidents	
	2019-2020	2020-21
	None	None

Violence prevention strategies and interventions used at the Kindergarten Center:

1. The teachers and counselor teach units and lessons on “how to say no”, drug and alcohol abuse, smoking, conflict resolution, anger management, improper touching, and etc.
2. Teachers present units on following rules and the consequences that occur when students do not follow the rules
3. Fall Festival activities in October
4. Drug awareness activities are conducted throughout Red Ribbon Week
5. Non-Violent Crisis Intervention Training
6. Counseling activities specific to non-bullying techniques and responsible behavior
7. Units in class and counseling class addressing accepting others and the value of multi-cultural experiences
8. Students may be referred to the principal or assistant principal to be considered for intervention techniques
9. STOPit suspicious behavior reporting system
10. High School PALS Program
11. Mentor Program
12. Watch Dog Program
13. Gun safety video/lesson
14. Bus safety lessons at beginning of the year

BARBERS HILL INDEPENDENT SCHOOL DISTRICT

REPORT OF VIOLENT OR CRIMINAL INCIDENTS

2020-21

BARBERS HILL ELEMENTARY SOUTH-Grades 2nd-5th

Types of Violent Criminal Incidents	Number of Incidents	
	2019-2020	2020-21
	None	None

Violence prevention strategies and interventions used at the Kindergarten Center:

1. The teachers and counselor teach units and lessons on “how to say no”, drug and alcohol abuse, smoking, conflict resolution, anger management, improper touching, and etc.
2. Teachers present units on following rules and the consequences that occur when students do not follow the rules
3. Fall Festival activities in October
4. Drug awareness activities are conducted throughout Red Ribbon Week
5. Non-Violent Crisis Intervention Training
6. Counseling activities specific to non-bullying techniques and responsible behavior
7. Units in class and counseling class addressing accepting others and the value of multi-cultural experiences
8. Students may be referred to the principal or assistant principal to be considered for intervention techniques
9. STOPit suspicious behavior reporting system
10. High School PALS Program
11. Mentor Program
12. Watch Dog Program
13. Gun safety video/lesson
14. Bus safety lessons at beginning of the year

BARBERS HILL INDEPENDENT SCHOOL DISTRICT

REPORT OF VIOLENT OR CRIMINAL INCIDENTS

2020-21

BARBERS HILL MIDDLE NORTH-Grades 6th-8th

Types of Violent Criminal Incidents	Number of Incidents	
	2019-2020	2020-21
	None	None

Violence prevention strategies and interventions used at the Kindergarten Center:

1. The teachers and counselor teach units and lessons on “how to say no”, drug and alcohol abuse, smoking, conflict resolution, anger management, improper touching, and etc.
2. Teachers present units on following rules and the consequences that occur when students do not follow the rules
3. Fall Festival activities in October
4. Drug awareness activities are conducted throughout Red Ribbon Week
5. Non-Violent Crisis Intervention Training
6. Counseling activities specific to non-bullying techniques and responsible behavior
7. Units in class and counseling class addressing accepting others and the value of multi-cultural experiences
8. Students may be referred to the principal or assistant principal to be considered for intervention techniques
9. STOPit suspicious behavior reporting system
10. High School PALS Program
11. Mentor Program
12. Watch Dog Program
13. Gun safety video/lesson
14. Bus safety lessons at beginning of the year

BARBERS HILL INDEPENDENT SCHOOL DISTRICT REPORT OF VIOLENT OR CRIMINAL INCIDENTS 2020-21

BARBERS HILL MIDDLE SOUTH-Grades 6th-8th

Types of Violent Criminal Incidents	Number of Incidents	
	2019-2020	2020-21
Assault against someone other than a school district employee or volunteer (Code 28)	None	1

Violence prevention strategies and interventions used at the Kindergarten Center:

1. The teachers and counselor teach units and lessons on “how to say no”, drug and alcohol abuse, smoking, conflict resolution, anger management, improper touching, and etc.
2. Teachers present units on following rules and the consequences that occur when students do not follow the rules
3. Fall Festival activities in October
4. Drug awareness activities are conducted throughout Red Ribbon Week
5. Non-Violent Crisis Intervention Training
6. Counseling activities specific to non-bullying techniques and responsible behavior
7. Units in class and counseling class addressing accepting others and the value of multi-cultural experiences
8. Students may be referred to the principal or assistant principal to be considered for intervention techniques
9. STOPit suspicious behavior reporting system
10. High School PALS Program
11. Mentor Program
12. Watch Dog Program
13. Gun safety video/lesson
14. Bus safety lessons at beginning of the year

BARBERS HILL INDEPENDENT SCHOOL DISTRICT

REPORT OF VIOLENT OR CRIMINAL INCIDENTS

2020-21

BARBERS HILL HIGH SCHOOL-Grades 9th-12th

Types of Violent Criminal Incidents	Number of Incidents	
	2019-2020	2020-21
Assault against someone other than a school district employee or volunteer (Code 28)	2	3

Violence prevention strategies and interventions used at the Kindergarten Center:

1. The teachers and counselor teach units and lessons on “how to say no”, drug and alcohol abuse, smoking, conflict resolution, anger management, improper touching, and etc.
2. Teachers present units on following rules and the consequences that occur when students do not follow the rules
3. Fall Festival activities in October
4. Drug awareness activities are conducted throughout Red Ribbon Week
5. Non-Violent Crisis Intervention Training
6. Counseling activities specific to non-bullying techniques and responsible behavior
7. Units in class and counseling class addressing accepting others and the value of multi-cultural experiences
8. Students may be referred to the principal or assistant principal to be considered for intervention techniques
9. STOPit suspicious behavior reporting system
10. High School PALS Program
11. Mentor Program
12. Watch Dog Program
13. Gun safety video/lesson
14. Bus safety lessons at beginning of the year

BARBERS HILL INDEPENDENT SCHOOL DISTRICT

REPORT OF VIOLENT OR CRIMINAL INCIDENTS

2020-21

BARBERS HILL DAEP-All Grades

Types of Violent Criminal Incidents	Number of Incidents	
	2019-2020	2020-21
	0	0

Violence prevention strategies and interventions used at the Kindergarten Center:

1. The teachers and counselor teach units and lessons on “how to say no”, drug and alcohol abuse, smoking, conflict resolution, anger management, improper touching, and etc.
2. Teachers present units on following rules and the consequences that occur when students do not follow the rules
3. Fall Festival activities in October
4. Drug awareness activities are conducted throughout Red Ribbon Week
5. Non-Violent Crisis Intervention Training
6. Counseling activities specific to non-bullying techniques and responsible behavior
7. Units in class and counseling class addressing accepting others and the value of multi-cultural experiences
8. Students may be referred to the principal or assistant principal to be considered for intervention techniques
9. STOPit suspicious behavior reporting system
10. High School PALS Program
11. Mentor Program
12. Watch Dog Program
13. Gun safety video/lesson
14. Bus safety lessons at beginning of the year

Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2019, spring 2020, and summer 2020 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2020 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

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

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
CHAMBERS								
ANAHUAC ISD								
	036901001 ANAHUAC H S							
	Four-Year Public University	26	5	3	8	5	5	0
	Two-Year Public Colleges	21	11	0	2	5	1	2
	Independent Colleges & Universities	2						
	Not Trackable	1						
	Not Found	26						
	Total High School Graduates	76						
BARBERS HILL ISD								
	036902001 BARBERS HILL H S							
	Four-Year Public University	78	6	6	9	24	33	0
	Two-Year Public Colleges	160	35	20	21	37	41	6
	Independent Colleges & Universities	9						
	Not Trackable	4						
	Not Found	104						
	Total High School Graduates	355						
EAST CHAMBERS ISD								
	036903001 EAST CHAMBERS H S							
	Four-Year Public University	15	5	1	0	5	4	0
	Two-Year Public Colleges	37	15	3	1	5	12	1
	Independent Colleges & Universities	0						
	Not Trackable	6						
	Not Found	41						
	Total High School Graduates	99						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

2019-2020 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 2019-2020 are listed below:

Show/Hide columns:

[CDN](#) | [Name](#) | [ESC](#) | [District Type](#) | [2015 FIRST Rating](#) | [2015 Accountability Rating](#) | [2016 FIRST Rating](#) | [2016 Accountability Rating](#) | [2017 FIRST Rating](#) | [2017 Accountability Rating](#) | [2018 FIRST Rating](#) | [2018 Accountability Rating](#) | [2019 FIRST Rating](#) | [2019 Accountability Rating](#) | [2019-2020 Accreditation Status](#) | [Reason For Status](#) | [Notes](#)

Show entries

Search:

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status	Notes
036902	BARBERS HILL ISD	4	A - Superior	A	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries)

Previous 1 Next

2019 - 2020 Actual Financial Data
Totals for BARBERS HILL ISD (036902)
Total Enrolled Membership: 6,242

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$67,472,344	77.32%	\$10,809	\$67,472,344	72.70%	\$10,809	\$25,533,913,274	43.11%	\$4,660
State Operating Funds	\$9,644,725	11.05%	\$1,545	\$10,940,578	11.79%	\$1,753	\$24,198,968,656	40.86%	\$4,417
Federal Funds	\$662,544	0.76%	\$106	\$2,761,962	2.98%	\$442	\$7,015,215,596	11.84%	\$1,280
Other Local	\$9,483,471	10.87%	\$1,519	\$11,630,254	12.53%	\$1,863	\$2,483,070,133	4.19%	\$453
Total Operating Revenue	\$87,263,084	100.00%	\$13,980	\$92,805,138	100.00%	\$14,868	\$59,231,167,659	100.00%	\$10,811
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$31,528,800	99.68%	\$5,051	\$7,988,017,723	85.75%	\$1,458
State Assistance for Debt Service	\$0	0.00%	\$0	\$102,039	0.32%	\$16	\$417,799,545	4.49%	\$76
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$530	0.00%	\$0	\$909,418,245	9.76%	\$166
Total Other Revenue	\$0	0.00%	\$0	\$31,631,369	100.00%	\$5,068	\$9,315,235,513	100.00%	\$1,700
Subtotal: Operating and Other Revenue	\$87,263,084	100.00%	\$13,980	\$124,436,507	100.00%	\$19,935	\$68,546,403,172	100.00%	\$12,511
Recapture Revenue									
Local Property Tax Recaptured	\$7,184,317	100.00%	\$1,151	\$7,184,317	100.00%	\$1,151	\$2,610,589,103	100.00%	\$476
Total Recaptured Revenue	\$7,184,317	100.00%	\$1,151	\$7,184,317	100.00%	\$1,151	\$2,610,589,103	100.00%	\$476
Subtotal: Operating, Other and Recaptured Revenue	\$94,447,401	100.00%	\$15,131	\$131,620,824	100.00%	\$21,086	\$71,156,992,275	100.00%	\$12,988
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$64,868,601	94.62%	\$10,392	\$6,707,981,130	72.89%	\$1,224
Estimated State TRS Contributions	\$3,595,262	100.00%	\$576	\$3,690,824	5.38%	\$591	\$2,495,227,887	27.11%	\$455
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$3,595,262	100.00%	\$576	\$68,559,425	100.00%	\$10,984	\$9,203,209,017	100.00%	\$1,680
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$90,858,346	100.00%	\$14,556	\$192,995,932	100.00%	\$30,919	\$77,749,612,189	100.00%	\$14,191
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$60,947,706	72.54%	\$9,764	\$63,242,078	70.51%	\$10,132	\$45,632,220,765	80.04%	\$8,329
Professional & Contracted Services (Object 62xx)	\$3,662,154	4.36%	\$587	\$4,027,016	4.49%	\$645	\$5,127,350,907	8.99%	\$936

2019 - 2020 Actual Financial Data
Totals for BARBERS HILL ISD (036902)
Total Enrolled Membership: 6,242

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$2,949,116	3.51%	\$472	\$5,919,845	6.60%	\$948	\$4,914,857,654	8.62%	\$897
Other Operating Expenditures (Object 64xx)	\$16,459,088	19.59%	\$2,637	\$16,508,430	18.40%	\$2,645	\$1,339,390,963	2.35%	\$244
Total Operating Expenditures by Object	\$84,018,064	100.00%	\$13,460	\$89,697,369	100.00%	\$14,370	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$29,789,530	57.02%	\$4,772	\$9,524,076,242	47.61%	\$1,738
Capital Outlay(Object 66xx)	\$0	0.00%	\$0	\$22,450,401	42.98%	\$3,597	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Object	\$0	0.00%	\$0	\$52,239,931	100.00%	\$8,369	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Object	\$84,018,064	100.00%	\$13,460	\$141,937,300	100.00%	\$22,739	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$41,853,456	49.81%	\$6,705	\$44,278,954	49.36%	\$7,094	\$32,482,839,029	56.97%	\$5,929
Instructional Resources & Media Services (Function 12)	\$601,531	0.72%	\$96	\$601,531	0.67%	\$96	\$620,523,428	1.09%	\$113
Curriculum & Staff Development (Function 13)	\$1,530,224	1.82%	\$245	\$1,588,484	1.77%	\$254	\$1,283,086,493	2.25%	\$234
Instructional Leadership (Function 21)	\$567,077	0.67%	\$91	\$567,077	0.63%	\$91	\$945,108,506	1.66%	\$173
School Leadership (Function 23)	\$3,742,420	4.45%	\$600	\$3,742,420	4.17%	\$600	\$3,397,560,197	5.96%	\$620
Guidance Counseling Services (Function 31)	\$2,535,395	3.02%	\$406	\$2,535,395	2.83%	\$406	\$2,204,295,228	3.87%	\$402
Social Work Services (Function 32)	\$276,658	0.33%	\$44	\$276,658	0.31%	\$44	\$173,240,994	0.30%	\$32
Health Services (Function 33)	\$902,871	1.07%	\$145	\$902,871	1.01%	\$145	\$608,875,388	1.07%	\$111
Transportation (Function 34)	\$2,236,019	2.66%	\$358	\$2,236,019	2.49%	\$358	\$1,625,400,170	2.85%	\$297
Food Services (Function 35)	\$348	0.00%	\$0	\$3,099,803	3.46%	\$497	\$2,839,750,491	4.98%	\$518
Extracurricular (Function 36)	\$2,316,776	2.76%	\$371	\$2,320,119	2.59%	\$372	\$1,574,298,616	2.76%	\$287
General Administration (Function 41,92)	\$3,029,983	3.61%	\$485	\$3,029,983	3.38%	\$485	\$1,833,390,327	3.22%	\$335
Facilities Maintenance & Operations (Function 51)	\$7,599,984	9.05%	\$1,218	\$7,599,984	8.47%	\$1,218	\$5,475,939,693	9.60%	\$999
Security & Monitoring Services (Function 52)	\$704,274	0.84%	\$113	\$797,023	0.89%	\$128	\$621,397,805	1.09%	\$113
Data Processing Services (Function 53)	\$1,277,025	1.52%	\$205	\$1,277,025	1.42%	\$205	\$1,049,981,008	1.84%	\$192
Community Services (Function 61)	\$14,844,023	17.67%	\$2,378	\$14,844,023	16.55%	\$2,378	\$278,132,916	0.49%	\$51
Total Operating Expenditures by Function	\$84,018,064	100.00%	\$13,460	\$89,697,369	100.00%	\$14,370	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$29,789,530	57.02%	\$4,772	\$9,524,076,242	47.61%	\$1,738

2019 - 2020 Actual Financial Data
Totals for BARBERS HILL ISD (036902)
Total Enrolled Membership: 6,242

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$0	0.00%	\$0	\$22,450,401	42.98%	\$3,597	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Function	\$0	0.00%	\$0	\$52,239,931	100.00%	\$8,369	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Function	\$84,018,064	100.00%	\$13,460	\$141,937,300	100.00%	\$22,739	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$36,873,811	43.89%	\$5,907	\$36,878,647	41.11%	\$5,908	\$24,808,865,963	43.51%	\$4,528
Gifted and Talented (PIC 21)	\$2,112,640	2.51%	\$338	\$2,112,640	2.36%	\$338	\$407,970,018	0.72%	\$74
Career and Technical (PIC 22)	\$1,890,384	2.25%	\$303	\$1,932,566	2.15%	\$310	\$1,848,729,587	3.24%	\$337
Students with Disabilities (PICs 23,33)	\$7,690,746	9.15%	\$1,232	\$8,577,533	9.56%	\$1,374	\$7,124,984,870	12.50%	\$1,300
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,766,751	2.10%	\$283	\$2,110,885	2.35%	\$338	\$4,961,252,070	8.70%	\$906
Bilingual (PICs 25,35)	\$205,786	0.24%	\$33	\$214,897	0.24%	\$34	\$666,494,835	1.17%	\$122
High School Allotment (PIC 31)	\$307,559	0.37%	\$49	\$307,559	0.34%	\$49	\$198,008,871	0.35%	\$36
PreKindergarten (PIC 32)	\$525,094	0.62%	\$84	\$525,094	0.59%	\$84	\$556,180,368	0.98%	\$102
Early Education Allotment (PIC 36)	\$412,353	0.49%	\$66	\$412,353	0.46%	\$66	\$817,733,874	1.66%	\$149
Dyslexia or Related Disorder Services (PIC 37)	\$438,943	0.52%	\$70	\$438,943	0.49%	\$70	\$247,840,811	0.50%	\$45
College, Career, and Military Readiness (CCMR) (PIC 38)	\$216,459	0.26%	\$35	\$216,459	0.24%	\$35	\$225,233,881	0.46%	\$41
Athletics/Related Activities (PIC 91)	\$1,630,432	1.94%	\$261	\$1,630,432	1.82%	\$261	\$1,079,705,932	1.89%	\$197
Un-Allocated (PIC 99)	\$29,947,106	35.64%	\$4,798	\$34,339,361	38.28%	\$5,501	\$14,070,819,209	24.68%	\$2,568
Total Operating Expenditures by Program Intent Code (PIC)	\$84,018,064	100.00%	\$13,460	\$89,697,369	100.00%	\$14,370	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$29,789,530	57.02%	\$4,772	\$9,524,076,242	47.61%	\$1,738
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$0	0.00%	\$0	\$22,450,401	42.98%	\$3,597	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$0	0.00%	\$0	\$52,239,931	100.00%	\$8,369	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$84,018,064	100.00%	\$13,460	\$141,937,300	100.00%	\$22,739	\$77,019,760,233	100.00%	\$14,058
Disbursements									
Total Disbursements									

2019 - 2020 Actual Financial Data
Totals for BARBERS HILL ISD (036902)
Total Enrolled Membership: 6,242

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	\$84,018,064	87.62%	\$13,460	\$89,697,369	58.32%	\$14,370	\$57,013,820,289	70.09%	\$10,406
Recapture	\$7,184,317	7.50%	\$1,151	\$7,184,317	4.70%	\$1,151	\$2,610,589,103	3.21%	\$476
Total Other Uses	\$75,530	0.08%	\$12	\$75,530	0.05%	\$12	\$1,065,828,545	1.31%	\$195
Intergovernmental Charge	\$4,608,005	4.81%	\$738	\$4,608,005	3.00%	\$738	\$647,236,702	0.80%	\$118
Debt Service (Object 6500)	\$0	0.00%	\$0	\$29,789,530	19.37%	\$4,772	\$9,524,076,242	11.71%	\$1,738
Capital Projects (Object 6600)	\$0	0.00%	\$0	\$22,450,401	14.60%	\$3,597	\$10,481,863,702	12.89%	\$1,913
Total Disbursements	\$95,885,916	100.00%	\$15,361	\$153,805,152	100.00%	\$24,640	\$81,343,414,583	100.00%	\$14,847

Tax Rates

2019 - 2020 (current tax year) Tax Rates

Maintenance & Operations				0.9900			1.0164		
Interest & Sinking				0.2698			0.2221		
Total Tax Rate				1.2598			1.2384		

Fund Balance**

Fund Balance

Nonspendable Fund Balance	\$1,138,217		\$182	\$1,138,217		\$182	\$616,400,402		\$120
Restricted Fund Balance	\$0		\$0	\$42,645,737		\$6,832	\$19,313,845,455		\$3,756
Committed Fund Balance	\$19,000,000		\$3,044	\$19,000,000		\$3,044	\$3,524,709,206		\$685
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$3,414,948,929		\$664
Unassigned Fund Balance	\$29,040,176		\$4,652	\$29,040,176		\$4,652	\$15,296,929,974		\$2,975
Total Fund Balance**	\$49,178,393		\$7,879	\$91,824,130		\$14,711	\$42,166,833,966		\$8,200

Fund Balance Reconciliation

2018-2019 Total Fund Balance (Previous Year)	\$47,021,643		\$8,235	\$95,484,902		\$16,722	\$39,112,172,860		\$7,670
2019-2020 Excess (Deficiency) Operating Expenditures	\$2,232,280		\$358	\$-18,357,944		\$-2,941	\$-8,388,390,544		\$-1,631
2019-2020 Excess (Deficiency) Non-Operating Expenditures	\$-75,530		\$-12	\$14,697,172		\$2,355	\$11,239,274,781		\$2,186
2019-2020 Uncommon Items	\$0		\$0	\$0		\$0	\$203,776,869		\$40
2019-2020 Total Fund Balance	\$49,178,393		\$7,879	\$91,824,130		\$14,711	\$42,166,833,966		\$8,200