



Willis Independent School District
2019-2020 Academic Accountability Report

Published February, 2021

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Willis Independent School District

Willis High School

2019-2020 Formative and Summative Reviews

Accountability Rating: B



Mission Statement

At Willis High School, our focus is on developing minds and empowering success.

Vision

Willis High School will become a Model PLC school.

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Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: WHS will increase the number of students at the masters level on the English I and English II EOC examinations by 10% in 2019-20.

Evaluation Data Source(s) 1: STAAR scores CCA data from English I and English II MAP results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Additional Targeted Support Strategy 1) Students who are not mastering the Essential Standards that are tested on Common Formative Assessments (CFA) will be assigned to English teachers during Academy.	Lindsay Carey, RTI Coordinator Ivan Velasco, Dean of Instruction Brooke Paulson, AP over English Department	Increase number of students who meet or master the grade level standards on English I and II EOCs.				
Additional Targeted Support Strategy 2) Students who are classified as English Language Learners and scored at the beginner or intermediate level on TELPAS in 2018-19 have been placed in an English class where they receive sheltered instruction from an ESL/ELA certified teacher.	Ivan Velasco, Dean of Instruction Brooke Paulson, AP over ESL Tonya Laco, ESL Coordinator	Increase number of LEP students who make a year's growth on TELPAS as well as on English I or English II EOC.				
Additional Targeted Support Strategy 3) The English I and English II teams have a designated PLC period built into their schedule so that each collaborative team can meet every day of the week without having to sacrifice time after school or during their conference period.	Ivan Velasco, Dean of Instruction Brooke Paulson, AP over English Department DeAnna Slovak, English Department Chair and English II Team Leader Chris Slovak, English I Team Leader Lindsay Carey, RTI Coordinator	The expectation for the PLC period is that each team uses it to examine and analyze data from common formative assessments in order to inform their instruction and better intervene on behalf of students.				


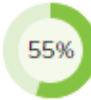





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>						

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: WHS will increase the number of students at the meets and masters levels on the Algebra I and Biology EOC examinations by 10% in 2019-20.

Evaluation Data Source(s) 2: STAAR results CCA data for Algebra I CCA data for Biology MAP testing data

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Additional Targeted Support Strategy 1) Algebra I teachers are using blended learning to differentiate instruction for students and save time in the classroom so that they are more available to assist struggling learners.	Roger McNeel, AP over Math Department Michele Adkison, Algebra I Team Leader	All students are responsible for their learning in a supportive environment, whether they are in class or at home.				
Additional Targeted Support Strategy 2) The Algebra I team has been using video recordings of themselves teaching Essential Standards for students who were absent and missed initial instruction or who needed to be retaught after not demonstrating mastery on a CFA.	Michele Adkison, Algebra I Team Leader Janet Rex, Math Department Chair Roger McNeel, AP over Math Department	All students have access to direct instruction from a WHS teacher, even if they were absent or did not understand the first time it was taught in class.				
Additional Targeted Support Strategy 3) Algebra I and Biology teachers are using Academy to pull students into their rooms for targeted interventions based on the results of their CFAs.	Lindsay Carey, RTI Coordinator Michele Adkison, Algebra I Team Leader Roger McNeel, AP over Math Department Nicki Ehlert, Biology Team Leader Ivan Velasco, Administrator over Science Department	Students are allowed two additional opportunities to show mastery on Essential Standards. Tier 2 (2nd opportunity) occurs in the classroom during the regularly scheduled class period, and Tier 3 occurs during Academy.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>						

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 3: WHS students who receive services through Special Education, ESL, or 504 will increase their performance on STAAR/EOC by 5% in 2019-20.

Evaluation Data Source(s) 3: STAAR CCAs Benchmarks

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Additional Targeted Support Strategy 1) All co-teach classes have a 2:1 ratio of general education students to Special Education students.	Stephanie Hodgins, Principal Ivan Velasco, Dean of Instruction Tricia Neumann, Lead Counselor	Because class sizes for each population have been capped at a certain number, teachers are better able to provide instruction that meets the students' individual needs.				
Additional Targeted Support Strategy 2) We now have sheltered instruction classes for most core content areas in order to meet the needs of our beginner and intermediate level English Language Learners.	Stephanie Hodgins, Principal Ivan Velasco, Dean of Instruction Tricia Neumann, Lead Counselor Tonya Laco, ESL Coordinator	Students who have limited English proficiency have better access to quality instruction in a smaller, sheltered setting with the support of our ESL coordinator.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>						








Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: The percentage of WHS parents who feel that our staff communicates well and often in 2019-20 will increase by 15%.

Evaluation Data Source(s) 1: Parent surveys

Summative Evaluation 1:

Next Year's Recommendation 1: Incorporate paper-based survey or allow parents to fill it out for each campus (if multiple kids)









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administrators will call parents directly every time a student is assigned a disciplinary consequence and will make two positive phone calls per week.	Administration	Parents will be aware of how their children are being disciplined at school.				
2) Teachers will make parent contact before each marking period to let them know if their student is failing. They will also make three positive parent phone calls per week.	Department Chairs Assistant Principals	Parents will be aware of how students are progressing in their classes. Positive phone calls will help improve community's response to our campus staff.				
3) Admin will utilize Blackboard to send parents and students necessary messages.	Ali Parker	Parents will have access to positive messages being sent from WHS.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: Every teacher will attend meaningful campus-based professional development sessions throughout the 2019-2020 school year that are related to our campus vision, which is to be a Model Professional Learning Community.

Evaluation Data Source(s) 1: Eduphoria Workshop

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Additional Targeted Support Strategy 1) Teachers will attend targeted PD sessions that are facilitated by professionals, including other teachers. These sessions will be directly related to one of our campus goals, which is to increase student growth by building stronger, more cohesive collaborative teams and refining our RTI practices.	Administration	Increase in new strategies used in classroom to promote student engagement.				
Additional Targeted Support Strategy 2) All teachers will continue to be trained extensively by our Technology Innovation Coaches on how to appropriately utilize Canvas in the classroom. Trainings will be held based on the needs of the individual teacher. Teachers may elect to attend after school trainings, or they may invite one of our icoaches to attend their collaborative team meeting. Teachers who need one-on-one assistance will schedule appointments to meet with their icoach during their conference period.	Administration Department Chairs	Teachers will become more adept at integrating technology into the classroom in order to increase student engagement and participation.				
3) The principal will participate in Rice University's Leadership Partners Executive Education Academy.	Brian Greeney, Assistant Superintendent of Innovation, Teaching, and Learning	The principal will learn more about how to be an effective, insightful leader who can lead our campus to be its very best for students.				
4) A teacher representative from every department at WHS will attend Solution Tree's RTI Conference in January 2020.	Stephanie Hodgins, Principal Ivan Velasco, Dean of Instruction	Every department on campus will benefit from having an "expert" on their team who can help clarify the next steps in our journey to become a Model PLC.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of funding decisions made by the campus administration will be prioritized by campus improvement initiatives during the 2019-20 school year.

Evaluation Data Source(s) 1: Campus budget audit evaluating line by line alignment between budget spending and campus improvement plan

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Additional Targeted Support Strategy 1) Continue to assess each department during the spring to determine needs.	District and campus administration	To ensure that campus funds are allocated to best support the needs of students.				
Additional Targeted Support Strategy 2) Continue to assess all requisitions to determine if funds support the campus goals.	Campus administration	To ensure that outgoing campus funds are being spent in the best interest of students and their success.	 60%			
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>						

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Decrease PEIMS coded disciplinary referrals by 10% for the 2019-20 school year.

Evaluation Data Source(s) 1: Monthly discipline reports will indicate a decrease in the trending issues from the previous month.

Summative Evaluation 1:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize the PBIS program school wide. Teachers and administrators reinforce the WHS STRONG principles in their interactions with students and enforce expectations in the common areas: classrooms, hallways, and cafeteria.	Ivan Velasco, PBIS Administrator WHS Staff	To help students understand campus expectations in order to positively affect their behaviors and choices.				
2) Increase school spirit by publicizing dress-up days, playing music on game days, and hosting pep rallies for Varsity football.	Administration	To give students something to look forward to at school in order to increase attendance, participation, and their overall feeling of being connected to WHS.				
Additional Targeted Support Strategy 3) Create a Presidents Council that includes representation from every club, organization, and sport on campus, and meet regularly to brainstorm and implement ideas to improve campus culture.	Stephanie Hodgins, Principal Brooke Paulson, AP over Clubs/Organizations	To increase student participation in clubs and organizations and encourage students to feel more connected to WHS.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: WHS will work to ensure the safety of 100% of its students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 100% of WHS staff members will download the RAVE app to their personal cell phones.	Jamie Fails, Communications Director Stephanie Hodgins, Principal	Every adult on campus has the ability to put the school on lockdown in the event of an emergency situation (i.e. active shooter).				
2) Administrators and teachers will train all students on the dangers of vaping and how to seek help if a student believes they are addicted. Additionally, posters on the consequences of having a DAB Pen will be displayed throughout the building. The posters include the anonymous tip line.	Stephanie Hodgins, Principal Roger McNeel, AP over safety & security	Students will be educated on why vaping is dangerous and will make better decisions as a result.				
3) An administrator will stand at the 830 exterior door during passing periods to ensure that no intruders are allowed to enter the building.	Stephanie Hodgins, Principal Jason Bond, AP Roger McNeel, AP	Students who are traveling from CTE to the main building will be supervised during passing periods, and visitors will be told to check in at the front desk.				
4) Administrators and campus police officers will work together to ensure that video cameras are functioning appropriately throughout the building. Campus officers will monitor the video cameras and alert admin if they see something inappropriate or suspicious.	Wayne McCaffrey, Deputy Ivan Velasco, Dean of Instruction Stephanie Hodgins, Principal	Incidents that occur on campus will be monitored to ensure student safety.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Willis Independent School District
Brabham Middle School
2019-2020 Formative and Summative Reviews

Accountability Rating: B

Distinction Designations:

Academic Achievement in Science
Postsecondary Readiness



Mission Statement

Our mission is to ensure that all students are prepared for high school and for lifelong learning.

Vision

Brabham Middle School will be a safe and positive community of learners where all students develop a passion for learning.

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Goal 1: All students will achieve one and a half or more year of academic growth, at a minimum attaining meets or better on state assessments.

























Performance Objective 1: Increase the students mastering the grade-level performance of all students to 25% or more in all subjects by the end of the 2019-2020 school year.

Evaluation Data Source(s) 1: This objective will be evaluated by dividing the total number of 2020 "masters grade level" scores by the total number of 2020 tests taken.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Create targeted block instruction for students to close learning gaps.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Create common formative assessment (CFA) results in Eduphoria for all subjects.	Campus Administrators, RtI Team, Instructional Coaches, PLC's and Team Leaders.	All subgroups achieving "masters grade level" on the district benchmarks increase.				
Comprehensive Support Strategy 2) Monitor CFA results for Algebra.	Administrative Team, Math Faculty and Instructional Coaches.	Monitoring of unit tests, CFA's and other data to ensure 75% of all subgroups are meeting "masters grade level."				
Comprehensive Support Strategy 3) Work closely with district-assigned instructional coaches, dyslexia specialist and G/T specialist to effectively utilize their expertise in best practices and impact student performance.	Administrative Team, Assistant Superintendent of Innovation, Teaching and Learning, Dyslexia Specialist, Instructional Coaches, and Faculty.	Anecdotal teacher information, lesson plans evolving, walk-through and T-TESS data indicating higher levels of rigor.				
4) Continue to grow the robotics program aimed at increasing the critical problem-solving skills of students by actively engaging them in a hands-on program to increase applicability of math, science, and relative skill sets.	Administrative Team and assigned robotics coach	Anecdotal teacher information, 70% or higher on CFA results, and increased participation in the robotics class and planning documents.				
Comprehensive Support Strategy 5) Implement Writing Across the Curriculum (WAC) in every subject once a week.	All staff.	Students become more confident and comfortable with academic writing.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 6) Implement Bobkat Time (RTI/Enrichment) five days a week.	All staff.	Meet individual student needs based on understanding of essential standards.				
7) Monitor CFA results for ELA for all grades.	All staff.	Increase in ELA scores and targeted instruction.				
8) Monitor CFA 6-8 Math scores.	All staff.	Increase in math scores and targeted instruction.				
9) Monitor 8th grade Science CFA's.	All staff.	Increase in targeted instruction and scores for 8th grade Science.				
10) Monitor 8th grade Social Studies CFA's.	All staff	Increase in scores and focused instruction.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: All students will achieve one and a half or more year of academic growth, at a minimum attaining meets or better on state assessments.

Performance Objective 2: Increase STAAR "meets grade level" performance by 20% for all applicable student groups in Index 4 by the end of the 2019-2020 school year.

Evaluation Data Source(s) 2: Success will be evaluated by determining the percentage of students in each applicable student group who achieve "meets grade level" standards.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Review 2019-20 SY data for implementation of strategies to close achievement gaps.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Target TEKS that have not been mastered based on the data from common formative assessments (CFA), unit tests and other assessments beginning the fifth week of school through spiraling activities, differentiated small group instruction and re-assessment.	Administrative Team, Instructional Coaches, Teachers, Team Leaders, ESL Para, ESL Coordinator and RtI Team.	Growth in "meets grade level" performance on assessment data for African American, Hispanic, White, American Indian, Asian and Two or More Races student groups.				
Comprehensive Support Strategy 2) ELAR teachers will utilize lexile data to organize literature and guided reading groups. Implement guided reading interventions for students who qualify.	Instructional Coaches, Administrative Team, English Department Chair, and English Language Arts Faculty.	Track BOY, MOY and EOY reading comprehension screeners to ensure that all student groups scores are on track to increase.				
3) Increase of documented parent communication for struggling students in need of tutorials.	Administrative Team, Faculty and Parents.	Increase of students attending tutorials as indicated in tutorial logs in Google drive.				
Comprehensive Support Strategy 4) Teachers will utilize the ELPS Flip Book to guide their instructional methods (how they will go about delivering the TEKS).	Administrative Team, Instructional Coaches, Faculty, ESL Para, ESL Coordinator and RtI Team.	Walk-through data, Lesson Plans, PLC Data will show ELPS.				
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











Goal 1: All students will achieve one and a half or more year of academic growth, at a minimum attaining meets or better on state assessments.

Performance Objective 3: Student Attendance rate will increase to 98% for the 2019-2020 school year.

Evaluation Data Source(s) 3: An overall attendance rate of 98% will be achieved and maintained.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Implement character building program for the 2020-21 SY to increase attendance rate.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Implement a Positive Behavior Intervention and Support (PBIS) Committee that focuses on attendance and discipline strategies and recognition. 2) School wide incentive for maintaining 98% or above attendance rates each semester. 3) Partner with PTO to receive incentives for students and teachers with the highest attendance rate during each nine week grading period. 4) Reward each student achieving perfect attendance during a nine week grading period.	Administrative Team, Faculty, and Parents.	Higher attendance rates will be recorded for the identified days.				
	Administrative Team, PBIS Committee and Faculty.	Higher overall attendance rates will be experienced, in general.				
	Administrative Team and faculty	Increase in attendance rate				
	Administrative Team, PBIS Committee and Faculty.	Increase in attendance rate				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						













Goal 1: All students will achieve one and a half or more year of academic growth, at a minimum attaining meets or better on state assessments.

Performance Objective 4: Increase the African American sub-population "meets" grade-level performance in reading by 15% during the 2019-2020 school year.

Evaluation Data Source(s) 4: Success will be evaluated by comparing the 2018-2019 scores to the 2019-2020 scores for the AA subgroup to see if there was a 15% increase overall.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Review 2019-20 SY data for implementation of strategies to close achievement gaps.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Teachers will monitor targeted students to ensure mastery of essential standards.	All staff.	Targeted student scores will increase.				
2) Utilize Bobkat Time to focus on foundation gaps for essential standards.	All staff.	Increase in scores.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>						









Goal 1: All students will achieve one and a half or more year of academic growth, at a minimum attaining meets or better on state assessments.

Performance Objective 5: Increase the White sub-population "meets" grade-level performance in reading by 15% during the 2019-2020 school year.

Evaluation Data Source(s) 5: STAAR Scores CCA Data MAP Data

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: Review 2019-20 SY data for implementation of strategies to close achievement gaps.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will use a range of instructional strategies to address a broad spectrum of all students. 2) Provide extra material or exercises for students lacking essential background knowledge or skills. 3) Identify students' learning styles, backgrounds at the beginning of the 2019-20 school year.	All staff	Improve student reading by providing independent prereading strategies building student confidence while closing the reading gap.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

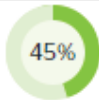
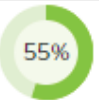










Goal 1: All students will achieve one and a half or more year of academic growth, at a minimum attaining meets or better on state assessments.

Performance Objective 6: Increase the More than One Race sub-population "meets" grade-level performance in reading by 15% during the 2019-2020 school year.

Evaluation Data Source(s) 6: STAAR Scores CCA Data MAP Data

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: Review 2019-20 SY data for implementation of strategies to close achievement gaps.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Establish and communicate clear learning objectives throughout the course. 2) Establish and communicate clear standards for performance (e.g. rubrics and grading guidelines) 3) Give clear and useful explanations. Vary and structure learning activities. 4) Focus each lesson/session on a few main concepts.	Administration walkthroughs Common Assessments	The student will grow a grade level or more.				
2) Establish and communicate clear learning objectives throughout the course. 3) Establish and communicate clear standards for performance (e.g. rubrics and grading guidelines) 4) Give clear and useful explanations. Vary and structure learning activities. 5) Focus each lesson/session on a few main concepts.	Administration Walkthroughs, Common Assessments, Instructional Coaches, and state assessments.	All students will grow a grade level or more.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						





















Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities during the 2019-2020 school year.

Performance Objective 1: By May 2020, 85% of parents will feel that communication between school and the home was satisfactory or better as measured by the survey sent at the end of the year.

Evaluation Data Source(s) 1: Campus Monthly Newsletter District Blackboard Teacher and Administrator Call Logs

Summative Evaluation 1:

Next Year's Recommendation 1: Increase the amount of community communication by utilizing campus survey.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will email out a week at a glance (WAG) to parents on Thursday for the upcoming week as well as post it on their webpage.	Administrative Team, Department Chairs, and Faculty.	Appraisers receive a copy of the WAG weekly.				
2) Use call-out systems, monthly newsletter, Twitter, e-mail and Remind 101 to communicate with parents.	Campus Administration and Faculty.	Increase in parent satisfaction with school communication on 2019 parent survey.				
3) Continue to make parent phone calls as a positive reward for student achievement.	Campus Administration and Faculty.	Campus Administration and Faculty. Increase in parent satisfaction with school communication on 2019 parent survey.				
4) Hold 2 parent events per semester during the school year.	Campus Administration and Faculty.	Increase in parent satisfaction with school communication on the 2019 parent survey.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						













Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: Every teacher will attend at least two campus-based and one district curriculum professional development sessions during the 2019-2020 school year.

Evaluation Data Source(s) 1: Professional Development Worksheet Request Certificates

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Review current academic data to establish targeted professional development protocols for the upcoming school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Send teachers to Region 6 and 4 ESC's for professional development sessions in their content areas. 2) Teachers attend Solution Tree professional development conferences. 3) Rice Institute for Leadership Partners.	Admin and IC's.	Increase in new strategies used in the classroom to promote student and teacher engagement.				
2) Provide EGO's (Extended Growth Opportunities) for teachers on campus during their conference period at least once a semester.	Admin and IC's	See strategies in the classroom and lesson plans.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						













Goal 3: All staff will be prepared to support student achievement.

Performance Objective 2: Students will attend Bobkat Time for interventions and/or enrichment every day during the 2019-2020 school year. "Power Courses" were created to provide targeted interventions 2-3 days a week and a minimum of 10 campus clubs will increase student enrichment opportunities.

Evaluation Data Source(s) 2: Enriching Student Attendance Tracking Sheet Bobkat Time Walkthroughs Google Document

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Utilize block instruction to ensure student achieve mastery on essential standards.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize Enriching Students reports to track students attending sessions. 2) Students will attend Bobkat Time for interventions and/or enrichment every day and "Power Courses" were created to provide targeted interventions 2-3 days a week.	Admin and IC's.	Increase in mastery of Essential Standards.				
2) Send teacher leaders to RTI Institute.	Admin and IC's	Increase in mastery of Essential Standards.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						













Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of funding decisions made by the campus administration will be prioritized by campus improvement initiatives during the 2019-2020 school year.

Evaluation Data Source(s) 1: The campus budget audit evaluating line by line alignment between budget spending and campus improvement plans

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Establish a tracking system of ongoing needs assessment items.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to assess each department during the spring to determine needs.	District and Campus administration	Needs Assessments turned in and evaluated.				
2) Continue to assess all requisitions to determine if funds support the campus goals.		Requisitions support campus goals.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						













Goal 5: All students will be educated in learning environments that are safe and conducive to learning.













Performance Objective 1: Decrease PEIMS coded disciplinary referrals by 40% for the 2019-2020 school year.

Evaluation Data Source(s) 1: Weekly discipline reports Discipline Referrals

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Introduce real discipline data to teachers for discussion.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Use the PBIS program school wide. Teachers model expected behaviors and reward students for exhibiting desired behaviors.	All staff.	Monthly discipline report. Campus and classroom expectations review at beginning and middle of the year. PBIS Committee meetings monthly and staff training on PBIS Strategies (online and faculty meeting). Decrease in minor behaviors being referred due to tier 1 strategies embedded.				
2) Conduct a proven practices behavior strategies training for the faculty.	Administration, Behavior Coach, and Counselors.	Staff meeting sign-in sheet. Increased behavioral interventions in the classroom. PBIS strategies become part of classroom culture as evidenced by walk-through data. Restorative practices become embedded into informal and formal redirects/office referrals. Behavior Support Program tracks student data and persistent misbehaviors decrease with targeted students.				
3) Review the posted Bobkat classroom and campus expectations with all students.	Counselors, Teachers and Administrators.	Increase in students adhering to tier 1 procedures/practices and expectations. Decrease in minor office redirects/referrals. Teacher classroom management plan alignment. Campus incentive programs developed with PBIS Committee to promote expected behaviors. Development of character education component to support expectations. Development of academic tutorial tardy incentive plan.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Utilize Behavior Specialist in classrooms and to lead support programs for students in need of behavior interventions.	All staff.	Persistent misbehaviors decrease. Increased support for teachers in building capacity for classroom behavior strategies. PBIS training for campus faculty by Behavior Specialist. Increased data collection for BIP/BAP interventions. Behavior RtI Committee monthly meeting to review tier 2 and tier 3 behavioral concerns/interventions.				
5) Incorporate Restorative Practices into office redirects to grow student self-awareness and reflection on strategies to change behavior with positive supports.	Administrators	Decrease in overall office redirects/referrals through learned strategies of Restorative Practices. Increase in students voluntarily implementing learned strategies to resolve conflict/crisis. Decrease in PEIMS reportable office referrals. Decrease in total lost class time by each student. Increase in student self-efficacy in solving and averting disciplinary concerns. Increase in the strategies necessary for positive behaviors to become the norm for students who experience a higher incidence of referred behaviors. Decrease in repeated offenses.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

















Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: Establish and maintain a close partnership with district administration and parents to provide for a safe school environment regarding the use of Rave Panic Button, hazards of vaping, mental health awareness, and use of security cameras.

Evaluation Data Source(s) 2: Monthly safety training and reports will indicate a decrease in campus incidents from the previous month.

Summative Evaluation 2:

Next Year's Recommendation 2: Continue emphasizing the hazards of vaping and DAB PENS to all students and parents.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct Safety drills and Rave Panic Button briefing to incorporate a lock down response but also an "option-based" approach. An option-based approach means that there are different actions educators and students can take if confronted by an active shooter/intruder (e.g., run away, keep out, and hide).	Campus Safety Administrator	Providing a constant flow of information to everyone inside the building can allow opportunities to safely evacuate the building.				
2) Increase Vaping and DAB PEN awareness through research-based educational programs that include students, parents, and teachers.	The Campus Principal	Decrease initiation of student Vaping and DAB PEN use and prevent health issues related to the substance.				
3) Identify and support students at risk through promotion of connection by way of peer norm programs and school engagement activities.	Campus Counselors	Reduce factors that increase risk and to increase factors that promote resilience or coping.				
4) Ensure the campus is free of harassment and bullying by providing video footage evidence .		Deter rule-breaking and illicit behaviors by students on school grounds				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>						

Willis Independent School District
Lucas Middle School
2019-2020 Formative and Summative Reviews

Accountability Rating: D



Mission Statement

Lynn Lucas Middle School is committed to providing a safe environment where all students will become life-long learners, responsible citizens, and are prepared for success at the high school.

Vision

Lynn Lucas Middle School will foster an environment where growth and development of all learners is our priority by working in collaborative learning communities in order to meet student needs and empower them to take charge of their own learning.

Value Statement

- Positive, collaborative working environment.
- Commitment that all means all.
- Become school teachers not just classroom teachers.
- Consistency
- Actions will support the belief that all students can learn.
- Equity/high self efficacy among all staff and students.

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





Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.	4
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








Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: All students will meet expectations for progress in reading and mathematics at >80% and among those who meet expectations, >15% will exceed expectations by the end of the 2019-2020 school year.

Evaluation Data Source(s) 1: ES assessments, benchmark assessments, BOY, MOY, EOY MAP data, and STAAR assessments

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 1) Collect data on student achievement as evidenced by state level assessment for all student groups	Principal Assistant Principals Instructional Coaches Teachers	Needs Assessment and Analysis				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 2) Analyze results from benchmarks in English Language Arts and Math to determine remediation strategies.	Principal; Assistant Principals; Instructional Coaches; Teachers	Benchmark results BOY, MOY, EOY data - NWEA ES assessment results				
3) Monitor effectiveness of the Special Education Intervention Plan (Stetson)	Principal; Responsibility Teachers	Common Formative Assessment Completion of IEPs				
4) Implement and monitor effective response to Intervention (RtI) model for the academic and behavioral needs of all student populations.	Campus Administration; Counselors; Instructional Coaches; Behavioral Specialist; Teachers	RTI model RTI Procedures RTI Documentation				
5) Incorporate STAAR format questions on all common assessments in target areas as identified by benchmark analysis	Principal Assistant Principals Instructional Coaches Content Teachers	Common assessment review				











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 6) Utilize Comprehension Toolkit and Writers Workshop programs to increase reading and writing student performance in grades 6, 7, and 8	ELAR teachers, instructional coaches, Administrative team	CFA results, benchmark test, STAAR results				
7) Use PRIDE time intervention period and any other tutoring to help students needing assistance in all levels of intervention including enrichment.	Teachers, Instructional Coaches, Administration	Reduced failure rates across grade levels, increase				
8) Increase academic rigor and develop systems to ensure the planning and design of instructional experiences for students are conducive to high academic performance.	Principal, Assistant principals, Instructional coaches, technology coach, GT specialist	Improved scores in CFAs, benchmarks, and STAAR test results				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Increase parental participation in campus activities by 10% through a variety of campus events and extra curricular activities by May 22, 2020.

Evaluation Data Source(s) 1: Evaluate through sign in sheets, advertisements, and flyers.

Summative Evaluation 1:

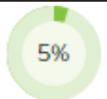
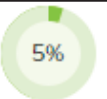








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Establish a variety of ways to celebrate students, staff, and volunteer accomplishments and establish criteria for recognition.	Principal Leadership Team Positive Behavior Support Committee	Increased participation of all stakeholders				
2) Continue campus-based community mentoring programs such as RISE Mentoring	Principal RISE Mentor	Mentors attending lunch and other mentoring sessions with students, mentors attending specialty functions at school with student and family, decreased behavioral incidents with mentored students, increased academic engagement of mentored students				
3) Design and implement opportunities to celebrate school spirit and unity such as campus Pep Rallies, Lunch time affirmations, positive announcements, and other suggestions from the Positive Behavior Support Committee.	Principal Assistant Principals Committee Chair Committee Members	Completion of designed activities				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 2: Increase parent volunteer participation by 5% by having opportunities for parents to volunteer at the school by May 22, 2020.

Evaluation Data Source(s) 2: Through the variety of activities to involve parents, we will evaluate the increase in involvement through sign in sheets, raptors and schedules of events.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create and implement unique parent surveys to gather feedback on how parents perceive opportunities to participate in campus activities.	Principal Assistant Principals Committee chair Committee Technology Applications Teachers	Completion, distribution, and return of parent surveys to gather data about parent perceptions to create growth opportunities of campus activities, Inclusion of the data in SMART goals				
2) Create a system of sign-in sheets to track parent involvement, along with system of placing these into the Parent Community Involvement Committee Binder for analysis at monthly meetings.	Principal Committee Chair Committee Members Front Office Staff	Completion, distribution, and tracking of parent sign-in sheets by committee via the Committee Binder system				
3) Increase the utilization of teacher webpages and the use of tools such as Google Classroom to communicate with students and parents.	Principal Assistant Principals Campus Webmaster Department Chairs Teachers	Weekly teacher webpage reviews by Campus Webmaster, tracking of use of classroom communication tools at PLC with Dept. Chair, collaboration with Dept. members on use of new communication tools in the classroom				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 3: Call Logs are submitted monthly and Eduphoria reports will be run each semester to increase school communication with parents by 5%.

Evaluation Data Source(s) 3: Monthly positive contact logs, remind system, call out system, website and Eduphoria teacher logs for student academic and behavior concerns.











Summative Evaluation 3:







Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: Increase academic performance on state assessments by 10% on the academic areas targeted for staff development by providing individualized professional development for teacher growth.

Evaluation Data Source(s) 1: Design, develop and implement professional development programs for staff and evaluate their effectiveness through sign in sheets, Eduphoria workshop reports, walk throughs and evaluations of teachers.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Train teachers on ELPS strategies in order to insure fidelity to ELPS instructions.	ESL Specialist, Administrative team	Improved support for ELS students in all areas of instruction				
2) Plan for all teachers to incorporate a 21st Century technology lesson in at least one unit each grading period.	Principal Assistant principals Technology Coach I Instructional Coaches GT Specialist	Observations Lesson Plans				
3) Continue training for active engagement by student learners such as: The Strategic Six; Balanced Literacy; Balanced Math; Primary Source Documents; and rigorous labs.	Principal Leadership Team PLC Core Teachers Academic Coaches Instructional Coordinators	Agendas Sign in				
4) Use weekly CTT meetings for teachers to address the 4 PLC questions and instructional practices specific to each discipline.	LLMS Faculty	Agendas				
Comprehensive Support Strategy 5) Design and facilitate staff development opportunities led by instructional coaches, guiding coalition team, and outside training opportunities with Solution Tree on RTI/PLC with the intent to improve instruction and student academic performance.	Administrative Team, Instructional Coaches, guiding coalition team	Lesson plans, improved instructional strategies used consistently in classrooms				







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) LLMS faculty will use the TEKS Resource System as the Willis ISD district guide to teach the State of Texas Mandated curriculum. Teachers will follow the scope and sequence as delineated in the TEKS Resource System in order to help students achieve academic success. They will be trained and use the new resource for TexGuide.	Administration, Instructional Coaches	Viable and vetted curriculum to successfully implement solid Tier 1 instruction for all students.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of campus funds will be allocated to improve all campus programs for the 2019-2020 school year.

Evaluation Data Source(s) 1: All campus funds will be utilized for programs that ensure the success of every student.

Summative Evaluation 1:















Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review expenditures and make recommendations for future planning.	Principals Assistant Principals Campus Improvement Committee	Campus financial records				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Lower the number of discipline referrals by 5% from previous year by May 22, 2020.

Evaluation Data Source(s) 1: Trend data charts will reflect a decline of discipline incidents by all student groups as evaluated through discipline referrals in TEAMS and data analysis from PBIS team and administration.

Summative Evaluation 1:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Improve overall classroom management by reviewing and discussing behavior intervention strategies during team meetings and assigning mentors to struggling teachers.	Principal Assistant Principals	Reduction of discipline referrals				
2) Develop procedures to follow when dealing with discipline issues before students are referred to the office.	Building Principal, Assistant Principals SRO	Plans developed and implemented				
3) Continue implementation of the CHAMPS discipline management system as the campus standard.	Principal Assistant Principals Counselors Dept Chairs Discipline Committee	Documentation of attempted interventions prior to referral to office, discussion of CHAMPS strategies and implementation at PLC's, Decrease in overall minor referrals for specified behaviors				
4) Continue implementation stage 3 of PBIS and PRIDE system to celebrate and affirm desired behaviors	Principal Assistant Principal Committee Chair Committee Members Counselors	Reduce discipline incidents by 5% during the school year				
5) Review persistent behavior concerns with RtI/ARD/504 Committee to devise more effective management plans for targeted students	Principal Assistant Principals Counselors Diagnostician/LSSP RtI Coordinator	Increased response to intervention strategies by targeted students via behavioral tracking charts, discipline review, journaling from teachers				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: Lower the number of assignments to OSS, ISS and DAEP by 5% each by May 22, 2020.

Evaluation Data Source(s) 2: Trend data charts of student placement in OSS, ISS and DAEP indicates a decrease in total placements.

Summative Evaluation 2:

















Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review persistent behavior concerns with RtI/ARD/504 Committee to devise more effective management plans for targeted students	Principal Assistant Principals Counselors Diagnostician/LSSP RtI Coordinator	Increased response to intervention strategies by targeted students via behavioral tracking charts, discipline review, journaling from teachers				
2) Increase parental involvement of targeted students through parent contact, parent meetings, parent-student behavior contracts, and counseling sessions	Principal Assistant Principals Counselors	Decrease in serious incidents requiring potential removal				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 3: 100% of students and teachers attend safety awareness training by May 22, 2020.

Evaluation Data Source(s) 3: Create and promote school safety awareness for students and staff to know what to do in times of crisis as evaluated through sign in sheets and certificates of completion.

Summative Evaluation 3:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Maintain the district required number of school staff who are CPI trained	Principal CPI trainers	Evaluate number of training opportunities and available times for staff members to complete CPI training, increase opportunities by exploring training options				
2) Create behavioral monitoring and tracking systems for progress monitoring and implementation of effective crisis intervention plans.	Principal Assistant Principals Counselors LSSP/Diagnostician	Implementation of tracking systems that create data to be used to determine readiness for crisis responsiveness.				
3) Create Emergency Operations Planning Team that responds to crisis situations and are trained to handle specified crises, including the use of the RAVE safety app.	Principal Assistant Principals Safety Coordinator	Design of membership and training of EOPT members				
4) Continue to implement school health screenings through the nurses office per local, state, and federal mandates, protocols and guidelines.	Principal Safety Coordinator Campus Nurse District Nurse	Record of all required screenings, health checks, and documentation				
5) Improve the mental health partnership with Montgomery County and the counseling office, start a vaping education campaign with all grade levels, and continue the use of the tipline.	Administration, counselors	Increased education opportunities for students to know the dangers facing them as well as more tips to keep the school safe.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 4: Reduce the number of bullying incidents by 5% by May 22, 2020.

Evaluation Data Source(s) 4: Evaluated through reduction of referrals and incidents in the TEAMS system as well as counselor logs and calendar of events in counselor classroom visits.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to implement district policy for defining bullying and the protocol through consistent Implementation of this policy including reporting and consequences to address and reduce incidents of bullying.	Principal Assistant Principals Counselors	Reduction in incidents				
2) Conduct ongoing training for all stakeholders - students, staff and parents in recognizing bullying, reporting requirements and appreciated interventions.	Principal Assistant Principals Counselors	All stakeholders trained				
3) Heighten awareness of the CyberBully Hotline as counselors conduct awareness training with students	Principal Assistant Principals Counselors	Monitor trend data for effectiveness of CBH use				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Willis Independent School District
Parmley Elementary
2019-2020 Formative and Summative Reviews

Accountability Rating: C

Distinction Designations:
Academic Achievement in Science



Mission Statement

At Parmley, we believe EVERY student will learn at high levels!

Vision

Parmley Vision

We envision a school in which staff will:

- Develop in our capacity to function as a professional learning community
- Develop the whole student in academics and social emotional learning
- Work together in collaborative teams with purpose to provide each student a high level of instruction through intentional collaboration, lesson design, and planning.
- Build a culture of trust between all staff, students, and parents.
- Provide systematic interventions and progress monitoring for every student.
- Cultivate an environment where failing forward leads to growth.
- Engage in meaningful communication between staff, students, and parents.

Core Beliefs

At Parmley, we are Parmley P.R.O.U.D. Expect More, Be More!

Parmley PROUD

Productive

Resilient

Optimistic

Unified

Dedicated

Parmley Elementary Collective Commitments

- I will develop and implement local common formative assessments to monitor each student's learning
- I will maintain intentional focus on the four essential PLC questions
- I will promote open communication by actively listening and respectfully supporting the growth of others
- I will maintain student progress monitoring and adjust instruction accordingly
- I will utilize a variety of instructional strategies to promote success
- I will focus on mastery of the essential standards
- I will provide parents weekly updates on student progress
- I will be a positive, contributing member of my collaborative team.
- I will engage in social-emotional learning through community circles.

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Goal 1: By the end of the school year, all students will reach high academic standards, at a minimum attaining proficiency or better as measured by STAAR.

Performance Objective 1: By the end of the 2020 school year, 46% of all students in grades 3-5 will perform at meets or masters in reading and math.

Evaluation Data Source(s) 1: STAAR MAP Benchmarks

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID-19, we are unable to determine progress toward this goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Systematic and consistent SSI for students who require a second chance at STAAR in 5th grade	Teachers Admin Coaches	Improved percentage of students passing 2nd round of STAAR				
2) Consistently use Study Island and Exact Path for intervention and remediation.	Instructional Coaches Teachers	Improved academic scores and reading levels. Increase number of students reading on or above grade level.				
3) Teachers will submit detailed lesson plans with time allotments every Friday.	Coaches	Rigorous questioning, guided reading/math, and planned teacher talk time reduced to improve student learning.				
4) Teachers will implement a systematic process for enrichment to increase student learning.	Administration	Increased meets and masters scores on STAAR.				
= Accomplished = Continue/Modify = No Progress = Discontinue						















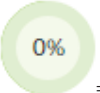

Goal 1: By the end of the school year, all students will reach high academic standards, at a minimum attaining proficiency or better as measured by STAAR.

Performance Objective 2: By the end of the 2019-2020 school year, 46% of all students in 3rd, 4th, and 5th grade will perform at or above Meets on the 2020 STAAR test for reading.

Evaluation Data Source(s) 2: STAAR

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to COVID-19, we are unable to determine progress toward this goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Targeted Support Strategy 1) Teachers will support reading growth through the use of guided reading with fidelity and consistency.	Literacy Coach Collaborative Teams	Improved scores for general grades, assessments, STAAR, MAP				
2) Consistently using Words Their Way for phonics instruction to increase student phonological awareness.	Teachers Admin Instructional coaches	Increased reading levels				
3) Systematic and consistent SSI for students who require a second chance at STAAR in 5th grade	Teachers Admin Coaches	Higher percentage of passing on 2nd round of STAAR				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



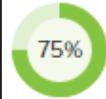





Goal 1: By the end of the school year, all students will reach high academic standards, at a minimum attaining proficiency or better as measured by STAAR.

Performance Objective 3: By the end of the 2019-2020 school year, 48% of all students in 3rd, 4th, and 5th grade will perform at or above Meets on the 2020 STAAR test for math.

Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Due to COVID-19, we are unable to determine progress toward this goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Systematic interventions and enrichment for all grade levels with sped support during the intervention time.	coaches and admin	improved student learning				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

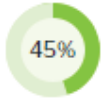







Goal 1: By the end of the school year, all students will reach high academic standards, at a minimum attaining proficiency or better as measured by STAAR.

Performance Objective 4: By the end of the 2019-2020 school year, 60% of all students in 4th grade will perform at or above Approaches on the 2020 STAAR test for writing.

Evaluation Data Source(s) 4: STAAR

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Due to COVID-19, we are unable to determine progress toward this goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increased knowledge of Jeff Anderson, phonics, and grammar skills	Teachers Admin Coaches	Improved writing scores Closing the achievement gap in writing				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



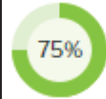





Goal 1: By the end of the school year, all students will reach high academic standards, at a minimum attaining proficiency or better as measured by STAAR.

Performance Objective 5: By the end of the 2019-2020 school year, 74% of all students in 5th grade will perform at or above Approaches on the 2020 STAAR test for science.

Evaluation Data Source(s) 5: STAAR

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Next Year's Recommendation 5: Due to COVID-19, we are unable to determine progress toward this goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Hands on science lessons with increased engagement for students in K-5 through the use of STEAM classes	Teachers Math/Sci Coach STEAM Teacher	Increased scientific knowledge				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						













Goal 1: By the end of the school year, all students will reach high academic standards, at a minimum attaining proficiency or better as measured by STAAR.

Performance Objective 6: By the end of the school year, all students at Parmley Elementary will show at least 1 year's growth as measured by our EOY MAP assessment.

Evaluation Data Source(s) 6: MAP Benchmarks Common Assessments

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Next Year's Recommendation 6: Due to COVID-19, we are unable to determine progress toward this goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Consistently meet 2 times a week in collaborative meetings to review and adjust instruction for the purpose of learning at higher levels	Teachers Admin Instructional Coaches	Increased student learning				
2) K-2 teachers will utilize Reading Eggs to help build reading skills in the foundational years	Admin Coaches Teachers	Improved reading going into 3rd grade				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						









Goal 2: Throughout the year, all parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities as measured by parent surveys sent through administration.

Performance Objective 1: By May 2020, 80% of parents will feel that communication between school and home was satisfactory or better as measured by the survey sent at the end of the year.

Evaluation Data Source(s) 1: Admin Parent Information Survey Parmley Dad Patrol involvement Parent Contact Logs

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue on the plan set in place while monitoring the public health situation and modifying as needed



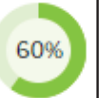

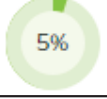
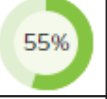
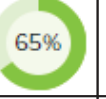

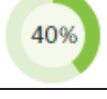
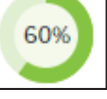
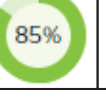





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Call outs, emails, social media.	Admin	Higher parental involvement				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: Throughout the year, all parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities as measured by parent surveys sent through administration.

Performance Objective 2: By the end of the 2019-2020 school year, Parmley Elementary will increase the amount of parental involvement by 15% as measured by sign in sheets and participation logs.

Evaluation Data Source(s) 2: Survey on Partners in Print

Summative Evaluation 2:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implementing Partners in Print	Admin					
2) Parent donations and activities to increase student participation and involvement in school.						
3) Increased parent activities to encourage parents and families to participate in school functions.	Moore Gregory	Increased parental involvement and increased student achievement				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 3: Throughout the year, all staff will be prepared to support student achievement as measured by walkthrough data, benchmarks, STAAR, and TELPAS.

Performance Objective 1: By the end of the 2019-2020 school year, staff will receive at least 6 hours of campus-based professional learning as measured by sign in sheets for each session.

Evaluation Data Source(s) 1: Sign in sheets, documentation, learning strategies used in class

Summative Evaluation 1:


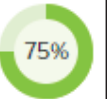
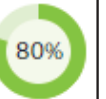

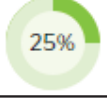

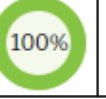



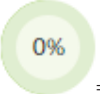

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus based professional learning led by teachers and coaches	Teachers Admin Instructional Coaches	Improved student learning and teacher empowerment				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 3: Throughout the year, all staff will be prepared to support student achievement as measured by walkthrough data, benchmarks, STAAR, and TELPAS.

Performance Objective 2: By the end of the year, 75% of students receiving interventions through RtI on Tier 1 instruction will master their essential standards as measured by the collaborative meeting student data documentation.

Evaluation Data Source(s) 2: MAP, Benchmarks, STAAR, walkthroughs, Collaborative Meetings

Summative Evaluation 2:


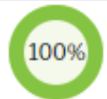

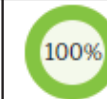




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Built-in RtI time in each grade level	Teachers Admin Instructional Coaches	Closing the achievement gaps for all students.				
2) Solution Tree RtI training for specific members in January.	Teachers Admin Instructional Coaches	Increased student learning				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 3: Throughout the year, all staff will be prepared to support student achievement as measured by walkthrough data, benchmarks, STAAR, and TELPAS.

Performance Objective 3: By the end of the 19-20 school year, all ELA teachers will utilize resources from Jeff Anderson and Jennifer Saravallo as demonstrated by 80% of students showing projected growth on the Language MAP assessment in grades 2-5.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A group of ELA teachers will attend professional learning on using Jeff Anderson and Jennifer Serravallo in the classroom.	Literacy Coach	Improved assessment results. Improved student engagement and understanding of reading comprehension.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



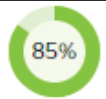



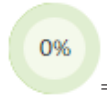

Goal 4: Throughout the school year, all district funds will be utilized for programs that ensure the success of every student as measured by our achievement scores and budget analysis.

Performance Objective 1: By the end of 2019-2020 school year, 100% of Parmley's funds will be spent to address student's academic/socio-emotional needs, parental involvement, and professional learning of teachers in order to improve the overall growth for student learning as measured by end of year surveys from parents, staff, students, and teachers.

Evaluation Data Source(s) 1: Monthly Budget Meetings

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue managing budget for teacher resources; allot \$ for coaches; spend Title 1 sooner

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Budget review for effective use of teaching needs	Principal Secretary	Increase in student learning				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						









Goal 5: Throughout the school year, all students will be educated in learning environments that are safe and conducive to learning as measured by walkthroughs and student surveys of school safety.

Performance Objective 1: By the end of the year, 85% of students will feel safe in their specific learning environments as measured by a survey sent through administration on student safety and learning environments.

Evaluation Data Source(s) 1: Student Survey on safety Parent Survey on safety

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Move goal to 90%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PBIS strategies implemented in class including: community circles, Dojo, relationship building	Counselor	Student safety and comfortable with classmates and teachers/staff.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						


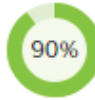
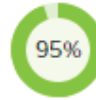





Goal 5: Throughout the school year, all students will be educated in learning environments that are safe and conducive to learning as measured by walkthroughs and student surveys of school safety.

Performance Objective 2: By the end of the school year, 100% of staff will know a variety of tools that will promote student safety, health and welfare including: safety planning, discipline management, bullying & harassment and Safe Schools training throughout the school year as measured by participation in safety trainings.

Evaluation Data Source(s) 2: Staff survey on safety Student Survey on safety Parent Survey on safety

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Needing more professional development on restorative practices and ways to better meet the social-emotional needs of our students.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) SafeSchools Monthly safety meetings Safety Videos Wellness Emails	Assistant Principal	Improved feelings of safety in school				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						









Goal 5: Throughout the school year, all students will be educated in learning environments that are safe and conducive to learning as measured by walkthroughs and student surveys of school safety.

Performance Objective 3: By the end of the 19-20 school year, 100% of students requiring more intensive intervention for social/emotional development will receive mental health skills through participation in counseling services and/or TriCounty services as measured by data documentation from our school counselor and Tri-County Sign in information.

Evaluation Data Source(s) 3: School Counselor Groups Log TriCounty Check Ins Staff Survey

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Maintain goal-increase communication.


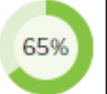




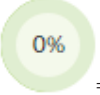

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Student participation in Tri-County and communication with counselor	Counselor	Improved social emotional well being.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: Throughout the school year, all students will be educated in learning environments that are safe and conducive to learning as measured by walkthroughs and student surveys of school safety.

Performance Objective 4: By the end of the 19-20 school year, the Parmley Principal and leadership team will implement and foster a positive school culture as measured by the staff survey administered in the winter and spring.

Evaluation Data Source(s) 4: Staff Surveys

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The Parmley principal will attend an Executive Leadership training program to increase knowledge of building a positive school culture and climate.	Principal	Increased positive school culture; improve moral and teacher retention				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Willis Independent School District
Hardy Elementary
2019-2020 Formative and Summative Reviews

Accountability Rating: C



Mission Statement

The mission of C.C. Hardy Elementary is to provide a safe learning environment where all children are presented with opportunities to become life long learners. We are a team dedicated to developing and challenging all students to reach their maximum potential.

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Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: 75% of all 3rd, 4th, and 5th-grade students will be at "approaches" in reading and mathematics on their 2019-20 STAAR test.

Evaluation Data Source(s) 1: 2019-20 STAAR summary report

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Before a team begins planning for any lesson, they receive training and be expected to perform the following: Collaborative teams will meet before beginning each unit to identify and unwrap the essential standards of the unit. During this process they will create knowledge, reasoning, performance, and product level learning targets. Following this, collaborative teams will identify days within the unit to administer cfa's and the csa. Then, collaborative teams will share effective teaching strategies with their team members.	Principal Instructional Coaches Teachers	Improved Scores on: Unit Assessments, Benchmarks, State Mandated Test				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 2) Implement Study Island and Exact Path to support students needing interventions.	Administrators Teachers Instructional Coaches	Decrease in achievement gaps				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>						







Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: There will be a 10% increase in the number of students who meet and masters grade level curriculum on the 2019-20 Reading and Math STAAR assessment.

Evaluation Data Source(s) 2: 2020 Closing the Gaps Report

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) Teachers will lead an effective and efficient collaborative team meeting twice a week that focuses on the four essential PLC questions.</p> <p>What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?</p>	<p>Team Leaders Administrators Instructional Coaches</p>	<p>Goal Standard on SIG Increase in student achievement on CSA's Increase in the met targets on closing the achievement gaps report.</p>				
<p>Comprehensive Support Strategy</p> <p>2) After all campus and district assessments, teachers will attend a data meeting. The protocol "what does the data say" will be utilized. This will require teachers to disaggregate, analyze, and their student data. Also, teacher will collaborate with their peers and instructional coaches to determine the root cause of all breakdown in student learning. They will be responsible developing an action plan that addresses plc question 3 and 4.</p> <p>Data from 3-5 unit common assessments will be uploaded and shared through Eduphoria. "Student learning standards breakdown report"</p> <p>The Administrator will create spreadsheet that monitors the percentage of students in 3-5 who are at the approaches, meets, and masters level of performance on campus/district common assessments.</p>	<p>Admin Instructional Coaches Teachers</p>	<p>There will be a 10% increase in the number of students who meet and masters grade level curriculum on the 2019-20 Reading and Math STAAR assessment.</p>				






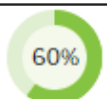
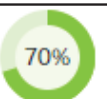




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
3) During the first semester, the campus instructional coach and a homeroom teacher will attend a guided math conference. Following this event, both the instructional coach and math teacher will lead a campus-based guided math professional development training for all math teachers.	Instructional Coach teacher principal	To educate and train all math teachers on a true guided math model. To increase the percentage of students who meets and masters grade level curriculum.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 3: By May 22, EOY MAP data will indicate that 80% of all CCH students will achieve one year worth of growth.

Evaluation Data Source(s) 3: MAP campus summary report.

Summative Evaluation 3:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) CCH will have an effective and efficient RTI process that address student reading and math skills. Instructional Coaches will lead PD on best instructional practices, district initiatives, and purchased reading/math resources.	M. Witham A. Williams E. Burns Teachers Instructional Coaches	Students' MAP Growth Report will show student growth.				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 2) Implement Reading Eggs in conjunction with MAP for primary grades to provide intervention for at-risk students.	Administrators, ELA Instructional Coach, Teachers	Increase in number of students showing academic growth				
3) Implement Exact Path to support students needing interventions.	Teachers Admin Instructional coaches	increase in the number of met targets on 2020 closing achievement gap report.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 4: C.C. Hardy Elementary will increase 10 points in each category on their EOY campus report card.

Evaluation Data Source(s) 4: 2020 Campus Report Card

Summative Evaluation 4:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Data Meetings New Master Schedule (45 min of RTI time, Tues-Fri) Uninterrupted block of learning	Burns instructional coaches teachers	Academic improvement in math and reading-All students 3-5				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 5: There will be a 10% increase in the number of students who approaches, meet, and masters grade level curriculum on the 2019-20 STAAR Writing assessment.

Evaluation Data Source(s) 5: 2020 STAAR Writing Assessment

Summative Evaluation 5:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus will use title funds to contract a writing specialist from Region 6 service center to coach 4th grade writing teachers.						
2) Campus-wide book study on "Writing Strategies"	Kim Truett E. Burns	Provide teachers with effective strategies on how to teach writing in grades k-5.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: On the 2020 WISD Parent Involvement survey, 80% of respondents will say that they are "usually" and/or "always" informed of what my child is doing in all areas of school.

Evaluation Data Source(s) 1: WISD Parent Involvement Survey 2019

Summative Evaluation 1:


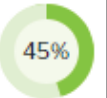




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will be required to send parents a digital copy of their grade book via email every three weeks. In student weekly folders, teachers will communicate students' progress on essential learning targets with parents.	Leadership Team	Increase the number of parents who feel that they are usually and/or always informed of what their student is doing in all areas of school.				
2) Require for all teachers to make parent contact if a student is failing his core subjects. Also, all teachers must attempt to make parent contact when a student is misbehaving in class. (Campus Communication Form)	Teachers Admin	School Climate and Parental Involvement.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 2: On the 2020 WISD Parent Involvement survey, 10% of respondents will answer that they meet "about half the time PTO meets" and "Each time the PTO meets" than any other answer choice.

Evaluation Data Source(s) 2: WISD Parent Involvement Survey 2019 vs 2020 survey

Summative Evaluation 2:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Hold parent involvement meeting in Sept Est. a teacher and parent coordinator for parent involvement committee. Have all interested parents sign up to serve, complete the district's volunteer application, and have their id volunteer badge by the end of Oct. -Hold a monthly parent volunteer meeting. -Send the two coordinators and two other parents to the state's parent involvement conference.	Principal Teacher	Increase the level of parental involvement at CCH				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 3: CCH will host one Bilingual Parent Night during the fall and spring semester of the 2019-20 school year.

Evaluation Data Source(s) 3: Sign-in Sheet, flyers, PowerPoint Presentation

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Form a committee of bilingual teachers to host a parent information night. Teachers will educate parent about WISD bilingual program, and inform them of different ways they can become more involved in their students education.	J. Sanchez V. Zuniga	For our bilingual parents to become more involved in their student's education.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: By the end of the 2019-20 school year, 100% of all teachers, including bilingual will be highly certified in their content area.

Evaluation Data Source(s) 1: TEA certification report.

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All teachers who service bilingual students in an ELA setting will receive PD that will enable them to pass their BTLPT.	District ESL Coordinator Principal	All bilingual teachers will pass their BTLPT.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of CCH's funds will be spent for the overall improvement of the campus, address student's academic/socio-emotional needs, and professional development of teachers.

Evaluation Data Source(s) 1: Monthly Budget Report

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monthly budget meeting	R. Johnson E. Burns	EOY budget audit shows all budget has been appropriately spent.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: By the end of the 2019-20 school year, CCH will show a 5% reduction in ISS placement and a 10% decrease in the number of students assigned OSS compared to the 18-19 school year.

Evaluation Data Source(s) 1: PBIS Discipline Data Comparison Report

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue: Implement PBIS strategies campus wide Guidance lessons Second Step Morning Meetings New: Morning Behavior intervention 3-5 Mentor program Student Ambassadors Program Implement student choice clubs during 1-5	M. Witham A. Williams K. Murray PBIS Team E. Burns Teachers	Decrease in discipline referrals and infractions.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>						

Goal 6: To create a climate where all students and staff are empowered, valued and excited about student achievement.

Performance Objective 1: By the end of the 2019-20 school year, five of the six CCH collaborative teams will be at the proficient level or higher on each of the WISD SIG.

Evaluation Data Source(s) 1: Collaborative Team SIG document

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) At the end of each collaborative team meeting, CT will use the SIG to evaluate the effectiveness of their meetings. After evaluating their team, collaborative teams members will discuss what must be done to move closer to the gold standard.	Teachers Instructional Coaches Administrators The Design Team	Becoming a model PLC campus.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 6: To create a climate where all students and staff are empowered, valued and excited about student achievement.

Performance Objective 2: Before the end of the second semester of school, CCH will receive at least a 90% satisfactory rating from the fourth and fifth-grade student panel

Evaluation Data Source(s) 2: Student Panel Survey

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Student News/Announcements Campus-wide Mentor Program Student Ambassadors Character Cafe Student Choice Clubs-Specials Time/Extended collaborative team time Student Panel Family Nights Grade level students will be divided into different houses during their specials time. (House of :Respect, Safety, Responsibility, and Integrity)	Teachers Instructional Coaches Administrators	Improve school climate as seen on the 3-5 student survey and 4th and 5th grade student panel.	 75%	 75%		
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>						

Goal 6: To create a climate where all students and staff are empowered, valued and excited about student achievement.

Performance Objective 3: By the end of the 19-20 school year, all CCH instructional staff will be able to identify and explain our campus vision, mission, beliefs, and values.

Evaluation Data Source(s) 3: EOY survey

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) The campus leadership team and team leaders will work together to form our campus: Mission Statement Campus Beliefs Campus Values</p> <p>Team leaders will share each item with their team. Each team will have to explain and give examples of each item. I.e. what does our campus vision look like in everyday practice...</p> <p>We will revisit our campus mission, vision, and beliefs at the beginning of each staff meeting and when we meet as a whole for campus PD.</p>	Administrator Team Leaders	The staff of CCH will be able to explain in detail who they are, what they do, their beliefs and values, and how it impacts student learning.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>						

Willis Independent School District

Turner Elementary

2019-2020 Formative and Summative Reviews

Accountability Rating: A

Distinction Designations:

Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

Empowering Students Through Academic Foundations and Relationships

Vision

All students can learn at high levels by:

- Focusing specifically on how to target student needs through collaboration involving all staff
- Providing intervention through consistent, purposeful data collection
- Monitoring data frequently to continue skill-based intervention

Core Beliefs

We will provide the opportunity for a successful future by engaging every child in meaningful, purposeful instruction..

We will communicate, seek input, and respond to students, their families, staff, and community.

We will invest in highly qualified instructional staff, engage them in professional learning communities, and provide a focus on academic achievement and student success.

We will treat each staff member with fairness, empower each staff member to focus on high performance, and hold each staff member accountable for results that contribute to student achievement and success.

We will operate effectively and efficiently within the limits of local, state, and federal budget constraints with fiscal accountability.

We will ensure that the learning and work environments are safe and nurturing so that each student and staff member will achieve high levels of performance.

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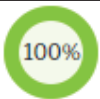



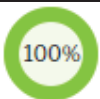

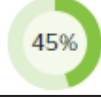
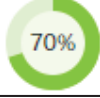
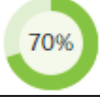

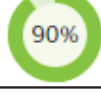

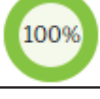
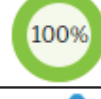

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





















Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Turner Elementary students will achieve 85% mastery on their grade level assessments in READING and meet or exceed the state average on 2020 STAAR as well as at least 35% attaining Level III: Mastered.

Evaluation Data Source(s) 1: Impact will be determined by the percentage of students scoring 85% or better on the STAAR assessment. **OBJECTIVE PROGRESS:** Due to the current unforeseen public health emergency, specifically the spread of COVID-19, students were not administered the STAAR assessment.

Summative Evaluation 1: No progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Lesson plans to reflect focused instruction aligned with TEKS, district pacing guide, and identified essential standards using TEKS Resource and TEXGuide . Teachers will continue to focus on the Balanced Literacy model as a guide for instruction.	Administrators, campus coaches, and teachers	Improved planning and instruction will lead to student growth and performance.				
2) Staff Development will be planned to address the needs of staff for successful implementation of the TEKS and best instructional practices in the area of literacy.	Administrators, District and Campus Coaches	Improved planning and instruction will lead to student growth and performance.				
3) Develop and provide diagnostic tools to assess student achievement...MAP screeners, DRA, and common formative assessments.	Administrators, Coaches, Team Leaders, Teachers	Improved progress monitoring will promote data driven instruction.				
4) Collaboration meetings will be held twice per week in order to target those needing intervention in a timely, consistent manner.	Administrators, Teachers, Campus Coaches, Counselor	Reduced number of academically fragile students				
5) Create STAAR Learning Summits for targeted 3rd, 4th, and 5th graders to reteach and assist with raising the achievement level and closing the performance gap.	Administrators, Staff	Improved student performance and decreasing performance gap				





















Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Technology will be increased by providing teachers with more Chrome books and Ipads to assist with student engagement. These items will assist implementation of Study Island, Exact Path, IXL, and StoryWorks.	Administrator, ICoach, Tech Dept.	All classrooms are equipped with appropriate technology to meet the needs of the classroom as well as provide engaging lessons.				
7) Plan and host a schoolwide academic-based family night focused on literacy.	Administrators, Teachers	Increase in student and parent involvement as well as educate parents about learning expectations.				
8) Turner Elementary will utilize support facilitation to insure the academic needs of students with disabilities are being met in the least restrictive environment with targeted small group reading instruction.	Administrators	Increase in academic growth of students on assessments and in meeting IEP Goals.				
9) Implement the use of Study Island and Exact Path in grade levels after MAP screeners to increase student RIT scores.	Teachers, Admin.	Student growth in content areas				
10) Provide research based resources in the literacy lab for teachers in order to provide differentiation , re-teach activities, and intervention opportunities.	Instructional Coach, Administrators	Close gaps and increase student progress in reading skills				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						





















Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: Turner Elementary students will achieve 88% mastery on their grade level assessments in MATH and meet or exceed the state average on 2020 STAAR as well as at least 40% attaining Level III: Mastered.

Evaluation Data Source(s) 2: Impact will be determined by the percentage of students scoring 88% or better on the STAAR assessment. **OBJECTIVE PROGRESS:** Due to the current unforeseen public health emergency, specifically the spread of COVID-19, students were not administered the STAAR assessment.

Summative Evaluation 2: No progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Lesson plans to reflect focused instruction aligned with TEKS, district pacing guide, Balanced Math Model, and identified essential standards using TEKS Resource and TEXGuide.	Administrators, Teachers	Improved planning and instruction will lead to student growth and performance.				
2) Staff Development will be planned to address the needs of staff for successful implementation of the TEKS and best instructional practices..	Administrators, District and Campus Coaches	Improved planning and instruction will lead to student growth and performance.				
3) Develop and provide diagnostic tools to assess student achievement such as MAP screeners and Common Assessments.	Administrators, Coaches, Team Leaders	Improved progress monitoring provides data driven instruction.				
4) Collaboration meetings will be held twice per week in order to target those needing intervention in a timely, consistent manner.	Administrators, Campus Coaches, Teachers, Counselor	Reduced number of academically fragile students				
5) Create STAAR Learning Summits for targeted 3rd, 4th, and 5th graders to reteach and assist with raising the achievement level and closing the performance gap.	Administrators, Staff	Improved student performance and decreasing performance gap				
6) Technology will be provided to teachers to assist with additional intervention such as Study Island, Exact Path, and IXL.	Administrator, ICoach, Tech Dept.	All classrooms are equipped with appropriate technology to meet the needs of the classroom as well as increase engaging instruction.				






















Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Instructional materials such as manipulatives and math literacy will continue to be purchased to add instructional materials to the Math Lab for intervention and enrichment.	Administrators, Math Campus Coach	Teachers will receive support from the campus math coach regarding materials for planning. Teachers will check out materials.				
8) Plan and host a schoolwide academic-based family night focused on math skills and concepts.	Administrators, Committee Chairs	Increase in student and parent involvement as well as educate parents about learning expectations.				
9) Implement the use of Study Island and Exact Path in grade levels after MAP screeners to increase student RIT scores.	Teachers, Admin.	Student growth in content areas				
10) Turner Elementary will utilize support facilitation to insure the academic needs of students with disabilities are being met in the least restrictive environment.	Administrators	Increase in academic growth of students on assessments and in meeting IEP Goals.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 3: Turner Elementary students will achieve 85% mastery on their grade level assessments in WRITING and meet or exceed the state average on 2020 STAAR as well as at least 25% attaining Level III:Mastered.

Evaluation Data Source(s) 3: Impact will be determined by the percentage of students scoring 85% or better on the STAAR assessment. **OBJECTIVE PROGRESS:** Due to the current unforeseen public health emergency, specifically the spread of COVID-19, students were not administered the STAAR assessment.

Summative Evaluation 3: No progress made toward meeting Performance Objective
























Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Lesson plans to reflect focused instruction aligned with TEKS, district pacing guide, the writing process, and TEKS Resource. Other writing resources will be utilized as well...Jennifer Serravallo and Jeff Anderson, etc...	Administrators, Campus Coaches, and Teachers	Improved planning and instruction will lead to student growth and performance.				
2) Staff Development will be planned to address the needs of staff and students for successful implementation of the TEKS and best instructional practices. Writing sessions will be planned and attended by teachers before and after school.	Administrators, District and Campus Coaches	Improved planning and instruction will lead to student growth and performance.				
3) Create STAAR Learning Summit for targeted 4th graders to reteach and assist with raising the achievement level and closing the performance gap.	Administrators, Staff	Improved student performance and decrease performance gap				
4) Turner Elementary will utilize the inclusion model to insure the academic needs of students with disabilities are being met in the least restrictive environment.	Administrators	Increase in academic growth of students on assessments and in meeting IEP Goals.				
5) Instructional coach will host a creative writing club to develop the interest of young writers as well as work to instill a love of writing.	ELA Instructional Coach	Instill a love of writing throughout student body as well as improve techniques such as adding voice and details to writing products.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

















Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 4: Turner Elementary students will achieve 85% mastery on their grade level assessments in science and meet or exceed the state average on 2020 STAAR as well as at least 25% attaining Level III:Mastered.

Evaluation Data Source(s) 4: Impact will be determined by the percentage of students scoring 85% or better on the STAAR assessment. **OBJECTIVE PROGRESS:** Due to the current unforeseen public health emergency, specifically the spread of COVID-19, students were not administered the STAAR assessment.

Summative Evaluation 4: No progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Lesson plans to reflect focused instruction aligned with TEKS, district pacing guide, identified essential standards, and STEMscopes.	Administrators, Campus Coaches, and Teachers	Improved planning and instruction will lead to student growth and performance.				
2) Professional development will be a focus for successful implementation of the TEKS and best instructional practices in the area of Science.	Administrators, District and Campus Coaches	Improved planning and instruction will lead to student growth and performance.				
3) Develop common formative assessments to assess student achievement using a variety of resources.	Administrators, Coaches, Team Leaders	Improved progress monitoring will provide data driven instruction.				
4) Technology will be provided for teachers for engagement purposes and access to science curriculum.	Administrator, ICoach, Tech Dept.	All classrooms are equipped with appropriate technology to meet the needs of the classroom.				
5) Plan and host schoolwide academic-based Family Night for science.	Administrators, Committee Chairs	Increase in student and parent involvement as well as community - EXXONMobil Science Ambassador Program.				
6) Turner Elementary will utilize the inclusion model to insure the academic needs of students with disabilities are being met in the least restrictive environment.	Administrators	Increase in academic growth of students on assessments and in meeting IEP Goals.				





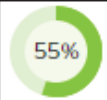




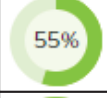






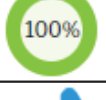
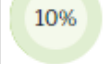



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Fourth and fifth grade students will have an opportunity to participate in a Science Club before school hosted by Mrs. Durrenberger and Mr. Scates once a month.	Administrators	Extended exposure to Science TEKS will lead to student growth.				
8) Implement Study Island in grade levels after MAP screeners to increase student RIT scores.	Teachers, Admin.	Student growth in content areas				
9) In order to meet the needs of all students, Advanced Academic activities (Destination Imagination and LEGO-Robotics) will be implemented to extend learning outside the classroom.	Teachers, Admin.	Impact will be evaluated through the participation of students and the integration of learning into the classroom.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						












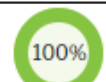




Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Turner Elementary will have at least 80% of parents satisfied in regards to communication between home and school based on parent surveys administered for the 2019-2020 school year.

Evaluation Data Source(s) 1: Impact will be evaluated by 80% of parents satisfied on school survey. **OBJECTIVE PROGRESS:** Due to the current unforeseen public health emergency, specifically the spread of COVID-19, parents completed a survey in May 2020 in regard to communication. More than 80% of parents agreed they received sufficient communication from their teacher/principal.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Turner will schedule various opportunities to build community within our school... Meet the Teacher, Open House, grade level music programs, Parent Walks, PTO meetings, WatchDOG participation, Fall Festival, Coach Fossmo's Fun Runs, Grandparent's Day, and Field Days.	Administrators, Staff, PTO Board	Programs, Calendar, Raptor and Sign in sheets indicate parent involvement.				
2) Turner will schedule various activities to support learning...Math/ Reading Family Night, Science Night, Spelling Bee, and Academic Pep Rallies, Destination Imagination, and LEGO Robotics.	Committee Chairperson	Programs, Calendar, Raptor and Sign in sheets indicate increase in parent attendance and involvement				
3) Turner will track the amount of time parents volunteer throughout the year. All volunteers will be recognized at a luncheon held in May.	Administrators, Receptionist, Teachers	Raptor and sign in sheets for volunteers on the go				
4) The A.R. Turner Web Page will be updated periodically to ensure all information is current as well as broadcast proud moments on Twitter.	Webmaster	Increase in the amount of visitors to our website				
5) Staff e-mail links will be posted on the Web Page for community access.	Webmaster	Increase in the amount of visitors to our website				
6) Turner will hold a traditional Spelling Bee and Science Club Field Trip to reinforce basic skills and provide a forum for curricular enrichment.	Administrators, Staff	Increased participation				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Music students will participate in grade level productions for family and community. 2nd/4th/& 5th grade	Administrator, Choir Director, Teachers	Increase in audience and student participation				
8) WatchDOGS program will continue for all dads and grandfathers to participate in school activities...tutoring, small group instruction, mentoring, promoting positive play on the playground, etc...	Counselor, Assistant Principal	WatchDOGS are visible on campus and increase in participation				
9) Conduct Parent Surveys to gain feedback on academics, climate, communication, environment, and child safety.	Administrators	At least 50% of surveys are returned with feedback				
10) Administrators will contact at least 100 parents to give positive praise to individual students.	Administrators, Counselor	Increase positive parent rapport to keep lines of communication open.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						













Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: 100% of all Turner Elementary students will be taught by a teacher who has met the requirement as Highly Qualified (HQ) in the 2019-2020 school year.

Evaluation Data Source(s) 1: Impact will be determined by hiring 100% of our teachers who meet the requirement as Highly Qualified (HQ).

OBJECTIVE PROGRESS: All classroom teachers at Turner Elementary are Highly Qualified and meet state requirements.

Summative Evaluation 1: Met Performance Objective


























Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Recruit early from pool of highly qualified teachers in core academic subject areas.	Administrators, Human Resource	Retention of HQ teachers and staff				
2) ART will retain its highly qualified teachers by: a. Providing mentors for new teachers b. Providing professional growth opportunities c. Providing professional encouragement and instructional coaching	Administrators	Feedback from new teachers and returning staff demonstrates success				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 2: An additional 4-6 professional development sessions will be planned for Turner Elementary throughout the 2019-2020 school year.

Evaluation Data Source(s) 2: Impact will be evaluated through lesson planning, integration of professional development into classroom instruction, and attendance documented through Eduphoria. **OBJECTIVE PROGRESS:** Additional writing professional development sessions were planned to improve classroom instruction. Other professional development opportunities were planned for guided math and technology integration.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Book Talks on restorative practices to encourage further professional growth of staff in regards to discipline.	Administration	Stronger classroom cultures and reduced number of behavior issues				
2) Continue professional opportunities in writing...Writing process, revising and editing, and craft of writing using many resources.	Administration, Campus Coaches, and Teachers	Improved scores on writing state assessment				
3) Review supports in Leveled Literacy Intervention (LLI) to provide research based intervention for struggling readers.	Administration, RTI Committee	More students on grade level or beyond grade level reading according to DRA				
4) Continue exposure and use of STEMscopes, Picture Perfect Science, and hands on science experiments to provide engaging instruction for students while integrating ELA skills.	Administration, Instructional Coach, Teachers	Integration and teaching across the curriculum				
5) Send staff members to PLC at Work conference and RTI at Work conference to better understand the philosophies of both.	Administration, ELA Coach	Daily instruction will be observed during walk-throughs and teacher observations				
6) Attend NWEA training and implement MAP data and records into collaboration meetings to plan for intervention and student growth.	Administration, Instructional Coaches					
7) Book Talks on math stations and reading strategies to encourage further professional growth of staff in regards to math and reading content.	Administration, Instructional coaches	Increased knowledge of content				













Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of funding decisions made by the campus will be prioritized by campus initiatives during the 2019-2020 school year.

Evaluation Data Source(s) 1: Impact will be evaluated by campus budget audit to evaluate line by line alignment between budget spending and campus improvement plan. **OBJECTIVE PROGRESS:** Budget expenditures aligned with the 2019-2020 Campus Improvement Plan.

Summative Evaluation 1: Met Performance Objective





























Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All Title Funds, District Funds and Student Activity Funds will be monitored and utilized according to Federal, State and Local guidelines.	Administrator	Budgets will be utilized and balanced accordingly at the end of the school year.				
2) Campus CEIC and Team Leaders will meet regularly to review campus needs, campus plan and budget items.	Administrator	Regular attendance through sign in sheets, balanced budget and purchase orders reflecting campus need.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Turner Elementary will maintain high expectations toward a safe and structured learning environment with the implementation of token economies and positive behavior supports in 90% of all classrooms during the 2019-2020 school year.

Evaluation Data Source(s) 1: Impact will be evaluated by the percentage of annual decreases in referrals. OBJECTIVE PROGRESS: Incidents were less than 1% each six weeks. Positive behavior supports are in place for 90% of all classrooms as well as schoolwide...Examples include Lunch Bunch, Student Shout Outs, Positive behavior charts, folders, etc...

Summative Evaluation 1: Met Performance Objective

















Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Guidance lessons about teasing, bullying, decision making, making/keeping friendship lessons for students.	Counselor	Decrease in Bullying incidents				
2) Turner Elementary will monitor structure for clear expectations in the classroom.	Administrators, teachers	Decrease in the number of discipline referrals				
3) Turner Elementary will have Safe School videos available for those needing more guidance in PBIS.	Administrators	Awareness among staff regarding student safety				
4) Turner Elementary will participate in monthly fire drills, Shelter In Place training, Rave Panic app, and Safe School Training.	Administration	Heightened awareness about emergency situations.				
5) Student Shout Outs as well as Staff Shout Outs will be announced daily to encourage positivity.	Administration, Office Staff	Improved school climate				
6) Tri-County Services and other youth services will be welcome on campus to teach social skills and offer counseling necessary for students to be successful.	Administration, Office Staff, and Counselor	Increased student ability to resolve issues socially in the classroom as well as improved attendance rates.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: Turner Elementary will maintain high expectations for attendance rates per six weeks striving for at least 97% for 2019-2020 school year.

Evaluation Data Source(s) 2: Impact will be evaluated each six weeks focusing on the attendance percentage. **OBJECTIVE PROGRESS:** Attendance maintained 97% only in the 1st six weeks and fell between 95% and 96% for 2nd, 3rd, and 4th six weeks. Attendance never fell below 95%. Due to COVID-19, students attended through online instruction for 5th and 6th six weeks.

Summative Evaluation 2: Some progress made toward meeting Performance Objective
























Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Turner Elementary School will increase awareness about attendance with an attendance committee reviewing and discussing incentives as well as families with attendance issues.	Administrators, Leadership Team	Increase in attendance rate. Letters sent home weekly.				
2) Calls will be made to parents after 3 tardies and 3 absences.	Administrator, Registrar, Staff	Increase in attendance				
3) Cookie parties to classes with Perfect Attendance strip...Weekly announcements and popcorn and/or community incentives to those with Perfect Attendance for the whole week.	Administrator, Registrar, Staff	Increase in attendance				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 3: Staff morale and culture will be a focus during the 2019-2020 school year implementing at least 5 additional fun activities for staff.

Evaluation Data Source(s) 3: Impact will be evaluated in May using staff survey. **OBJECTIVE PROGRESS:** Staff pot luck lunches and off-campus dinners were planned throughout the year.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Beginning of the year family get together...Runaway Pumpkin, Christmas Party, Secret Santa, Spring Fun, etc.	Admin, Fun Committee	Elevated morale				
2) Fridays will be school "Spirit Day". Staff and students will have the opportunity to dress accordingly (within the professional dress code).	All Staff	Increase in the number of staff and students that are dressed in Wildkat gear each Friday.				
3) Teacher luncheons (Fat Fridays) will be scheduled at least 3 times per year. Retired teachers (STAR) will also organize a pot luck lunch for all staff.	Committee Chairperson	Improved morale				
4) Jean rewards for teachers/staff to celebrate successes such as professional development attendance.	Administrators	Increase in staff morale, attendance and participation in activities				
5) Team Leaders and CEIC will meet to discuss campus needs.	Administrator, Team Leaders, CEIC	Areas addressed as campus needs will show improvement				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Willis Independent School District

Cannan Elementary

2019-2020 Formative and Summative Reviews

Accountability Rating: B



Mission Statement

The mission of Cannan Elementary School is to create a collaborative, safe learning environment which empowers all students to achieve success with high expectations through real world experiences.

Vision

We are ***Game Changers*** at Cannan Elementary! Moving from Good to Great through high expectations for students.

Core Beliefs

Cannan's Core Beliefs are:

1. Students will rise to meet and achieve high academic expectations.
2. Learning should be fun and engaging for all students.
3. School is a place where every child belongs and can find their path to being a successful citizen for our nation and world.

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

















Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Cannan Elementary students will achieve 75% mastery on their grade level assessments in reading and meet or exceed the state average on STAAR as well as meet or exceed student Progress Measure on the 2020 STAAR.

Evaluation Data Source(s) 1: MAP data, common assessments, and STAAR Reading test for grades 3-5 will be reviewed.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Guided Reading groups will continue on a daily basis.	All teachers, Reading instructional coach, Principal	On target reading proficiency on MAP				
2) Word study, shared reading and interactive reading will continue on a daily basis.	All reading teachers, Reading Instructional Coach, Principal	Increase in DRA levels over time Increase in scores on reading assessments over time				
3) Stetson model implemented to support all student learning in the general education language arts classroom.	All reading teachers, Special education specialist	Increase in DRA levels over time Increase in scores on reading assessments over time				
4) 5) Hire a part time Title One Tutor to assist all teachers with small group reading/writing intervention- 3rd-5th grades	Literacy Coach Principal	-Increase in DRA levels over time -growth in reading as reflected in MOY and EOY MAP data -Increase percentage of students achieving "Meets" on STAAR Reading grades 3-5.				
5) -Expand Tier 3 reading intervention groups of 3-5 students for each grade level to receive intensive reading intervention for 45 min. daily -Use instructional paraprofessionals to implement Tier 3 reading intervention strategies, such as Leveled Literacy Instruction (LLI) for struggling readers daily for 45 min.	Principal, RTI Coordinator, Instructional Coaches	- Provide targeted intervention and progress monitoring of Tier 3 students -Close gaps in reading fluency and comprehension for targeted students.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div></div><div></div></div><div>= Continue/Modify</div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div></div><div></div></div><div>= Discontinue</div></div>						

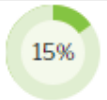

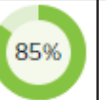

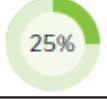
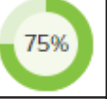
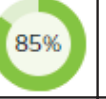

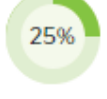
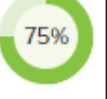
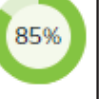


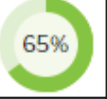
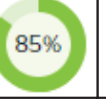

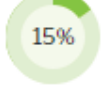
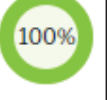
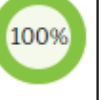
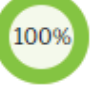




Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: Cannan Elementary students will achieve 80% mastery on their grade level assessments in math and meet or exceed the state average on STAAR as well as meet or exceed student Progress Measure on STAAR in 2019-2020.

Evaluation Data Source(s) 2: MAP data, common assessments, district Math benchmarks and STAAR Math test for grades 3-5 will be reviewed.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue Performance Objective for the 20-21 School Year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A balanced math program will be implemented to ensure rigorous math instruction.	Teachers, math instructional coach	Classroom grades, CAs, benchmarks.				
2) Math stations and small group instruction used to ensure mastery of basic math facts.	Teachers, Math Specialist	Classroom grades, CAs, benchmarks				
3) Teachers will implement daily intervention/enrichment in grades 3-5 Math through small group instruction and math fact fluency activities.	Teachers, Math Specialist	Increase in student grades, CAs performance, and performance on benchmarks and STAAR				
4) Stetson model implemented to support all student learning in the general education math classroom	Teachers, Special education specialist	Increase in progress measures in math for students with special needs in math on math assessments, benchmarks, and STAAR.				
5) -Create Tier 3 Math intervention groups of 3-5 students for each grade level to receive Math intervention for 45 min. 2/per week. -Use instructional paraprofessionals to implement Tier 3 math intervention strategies, using programs such as Exact Path and Study Island for students.						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

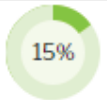
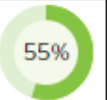
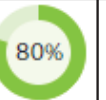



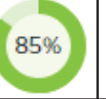

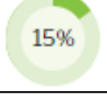
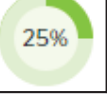
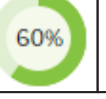





Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 3: In 2019-2020, Cannan Elementary students will achieve 80% mastery on their grade level assessments in Science and meet or exceed the state average on STAAR as well as meet or exceed student Progress Measure on STAAR.

Evaluation Data Source(s) 3: Data from common assessments, benchmarks, and STAAR Science test will be reviewed.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue Performance Objective for 20-21.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Create a curriculum plan for rigorous science curriculum. 2) Stetson model implemented to support all student learning in the general education science. 3) 3.) Purchase technology to create simulated and real world opportunities for students to experience scientific concepts and ideas.	Science teachers, District Science Coordinator, Instructional Coach, Principal	Increased science scores				
	Teachers, Special education specialist	Increase in scores in science				
						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

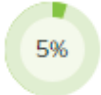















Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 4: In 2019-2020, Cannan Elementary 4th grade students will achieve 70% mastery on their grade level assessments in Writing.

Evaluation Data Source(s) 4: Data from common assessments, district Writing benchmarks and STAAR Writing test for grade 4 will be reviewed.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue Performance Objective for 20-21.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide opportunities for writing workshops to teachers in grades 3-5 to train on effective writing strategies	Principal, Literacy Coach	Teachers will implement new strategies to help students grow in the writing process.				
2) Purchase writing resources to implement in writing instruction.	Principal	More resources for teachers to use in instruction and increase student mastery in writing.				
3) Shared writing and interactive writing will be implemented through all core areas on a daily basis.	All writing teachers, Reading Specialist	Increase in writing assessments over time, walk-throughs by administrators				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						


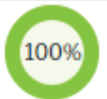






Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 5: Cannan Elementary students in 4th grade will achieve 70% mastery on their grade level assessments in Writing and meet or exceed the state average on STAAR as well as meet or exceed student Progress Measure on the 2020 STAAR.

Evaluation Data Source(s) 5: Data from common assessments, benchmarks, and STAAR Writing test- 4th grade

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: Continue Performance Objective for 20-21

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1. Provide staff development for ELA teachers in grades 3-5 in writing.	Principal, Literacy Coach	Build teacher capacity to instruct students in writing.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

























Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.













Performance Objective 1: Increase parent involvement in campus activities and events by 10% during the 2019-20 school year.

Evaluation Data Source(s) 1: Impact will be evaluated by 10% parental involvement in school activities as noted on parent sign in sheets from parent involvement meetings and activity nights.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Meet the Teacher will be split between K-2nd and 3rd-5th to create an open environment for school/parent communication. A copy of the parent-school compact will be provided at Meet the Teacher.	Principal, teachers	Increased parental involvement at other activities throughout the school year				
2) Grandparents Day will be held in November to encourage students to honor their grandparents and read together.	Principal, Instructional Learning Specialist, Library Aide	Students will actively read with their grandparents and increase their MOY reading level.				
3) Open House will be held within the first two months of school to discuss Title One and Parental Involvement to create an open environment for teacher/parent communication. A copy of the parent-school compact will be provided at Open House.	Principal, teachers	Increased parental involvement at other activities throughout the school year.				
4) Conduct Literacy Night to engage students and parents in reading activities.	Principal, Reading Specialists, Teachers	-Parent-student interaction -students taking the activities home and using them -Greater student success on homework -Parent support of students' reading				
5) Parent-teacher conferences will be held at the end of each grading period by teachers to discuss concerns with parents.	Principal, Asst. Principal, Teachers	Improved communication between parents and teachers. Parents working with students at home on assignments.				
6) STAAR Information Night is held the second semester to show parents how to help their children with state assessments.	Principal, Math Specialist, Reading Specialist, Teachers	Exit tickets, students and parents working together at home on math, reading, writing and science, increase in math, reading, writing and science scores				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 7) STEM Night will be held during the second semester to encourage parent involvement in Math and Science activities.	Principal, ICoach, Math Coach	Increased engagement and support by parents of math and science instruction.				
8) 8.) Send home MAP data at BOY/MOY/EOY to share student progress with parents and their students' expected/targeted growth by the end of the year.	Principal, Asst. Principal, Coaches, Team Leaders.	Parents will have data to review and address regarding student progress and growth.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

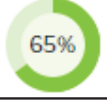
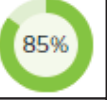
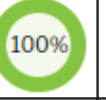


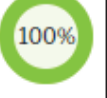
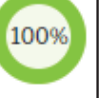



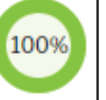



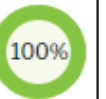





Performance Objective 2: During the 2019-2020 school year, Cannan will communicate once a week to all parents on upcoming activities and important events.

Communicate activities and events to parents through Blackboard (call outs/emails) and other forms of electronic media, such as Twitter, at a minimum of twice a week.

Evaluation Data Source(s) 2: Monday folder Daily "tweets" on campus Twitter Feed Counselor Newsletter PTO Facebook School Website Blackboard Communication(email and School App)

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: Continue Performance Objective for 20-21

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monday folders are sent home every week with information about academic progress and behavior of the week before.	Teachers	Parents are kept informed about student progress and behavior.				
2) Teachers share events that are happening in the classroom and administration shares events happening campus wide through electronic platforms such as Twitter, See-Saw, ClassDojo	Assistant Principal, Teachers	Parents are aware of activities that are happening on campus.				
3) Provide information to parents during Meet the Teacher and Open House to encourage and show parents how to download the district app and join our Twitter page on their personal devices.	Principal, Assistant Principal, Teachers	Parents are informed immediately of school activities and daily happenings on campus				
4) Use the district Blackboard app to email/text parents in English/Spanish on events and activities.	Principal, Assistant Principal	Parents are informed immediately and reminded of weekly school events and activities				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

















Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: In the 2019-20 school year, 100% of all Cannan Elementary students will be taught by a teacher who has met requirement as Certified and trained in district best practices for instruction in core subject areas.

Evaluation Data Source(s) 1: -Certifications and reference checks of new hires. -Weekly opportunities for teachers to attend professional development trainings from our Literacy, Math, and ICoach.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue Performance Objective for 20-21 to Include ESL Certification for all staff

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 1) Provide training and staff development on reading and writing best practices. - Frogstreet Conference- K-1 -Randi Whitney Writing Academy -Region 6 New ELA TEKS Training	-Principal, Asst. Principal -Reading Coach	-Improved student performance in reading on common assessments, benchmarks, screeners, and STAAR				
2) Provide PLC training to a team of teachers to share/train staff on PLC best practices.	-Principal, Asst. Principal	-Teachers will understand the purpose and process of PLC time in order to improve Tier 1 and 2 instruction.				
Comprehensive Support Strategy 3) Provide teachers training with curriculum- "Picture Perfect Science" to improve Science instruction K-5.	-Principal, Asst. Principal, District Science Coordinator, Instructional Coaches					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						













Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of funding decisions made by the campus will be prioritized by campus initiatives during the 2019-20 school year.

Evaluation Data Source(s) 1: Impact will be evaluated by campus budget audit to evaluate line by line alignment between budget spending and campus improvement plan.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue Performance Objective for 20-21.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1) All Title Funds, District Funds and Student Activity Funds will be monitored and utilized according to Federal, State and Local guidelines.	Principal	Budgets will be utilized and balanced accordingly at the end of the school year.				
2) 2) Campus CEIC and Team Leaders will meet regularly to review campus needs, campus plan and budget items.	Principal	Regular attendance through sign in sheets, balanced budget and purchase orders reflecting campus need.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						












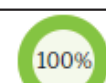








Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 1: In August of the 2019-2020 school year, 100% of Cannan staff will be trained on campus safety and security procedures.

Evaluation Data Source(s) 1: -Staff sign up and update phone numbers for the RAVE! Panic App -Check that Bearcade door devices are working properly -Installation and use of electronic door keys--Sign In sheets from monthly meetings will address key concerns for building safety, cleanliness and personal safety of students and staff. -Shelter in Place Drills -Lockdown Drills -Monthly safety checks of the building by the Constable. -Monthly fire/disaster drills -CPR and First Aid certification of Crisis Team

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue Performance Objective for 20-21 School Year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Update staff weekly on safety issues and reporting safety concerns.	Assistant Principal, Teachers	Incidents of staff injuries are reduced. Any staff injury is reported to the campus safety coordinator.				
2) 1. Train 100% of staff on safety/security procedures: -Shelter in Place -Lock down -Fire/Disaster drills -CPR -First Aid certification for Crisis Team	Principal, Asst. Principal, local police authorities	All Staff will be trained and prepared on procedures for potential emergency issues.				
3) 3.) All staff will download and register for the RAVE! Panic button to notify campus and local authorities of emergencies	District personnel, Principal/Asst. Principal, local police authorities	-Faster communication and response to emergency situations by district staff and local authorities.				
4) Install the "Bearcade" door device and electronic door key cards to secure exterior and interior doors.	District staff, Principal/Asst. Principal, local police authorities	-Greater security of doors from suspicious/dangerous visitors -Security of classroom students and staff in the case of an active shooter lockdown.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						
















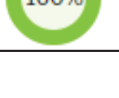




Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 2: Implement a campus wide Positive Behavior Support Program that supports a safe learning environment for all students.

Evaluation Data Source(s) 2: Development of campus PBIS Matrix of behavior supports, decrease in referrals as seen in discipline reports

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: Continue Implementing PBIS for 20-21 School Year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Meet as a PBIS Team before the beginning of the school year and every nine weeks to review effectiveness of implemented behavior supports.	Principal	Core team developed to communicate to staff and lead PBIS formation process.				
2) Review with staff on PBIS strategies and supports during 2019-2020 school year.	Principal, PBIS Core Team	Preparation of teachers to implement PBIS strategies in the Fall of 2019				
3) 4.) Create a PBIS campus behavior matrix to delineate appropriate student behavior in various areas and campus situations.	-PBIS Team, Principal	-Provide students and staff clear expectations of behaviors to reinforce or address.				
4) 5.) Revise and implement campus incentive plan to reinforce desired student behavior	-PBIS Team, teachers, Principal, Asst. Principal	-Improved behavior across classrooms -Improved behavior during unstructured times.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



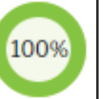

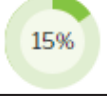
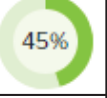
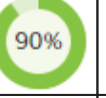

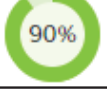
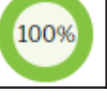
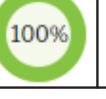



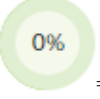

Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 3: In 2019-2020, Cannan Elementary will meet or exceed yearly average attendance rate of 96% or above.

Evaluation Data Source(s) 3: -District weekly attendance rate report -Campus attendance reports

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue Attendance Performance Objective for 20-21 School Year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Recognize classrooms with perfect attendance on a weekly basis	Principal, Assistant Principal	Increase in student attendance over the nine week period.				
2) Contact parents of students with attendance issues to develop a plan to address truancy	Principal, Assistant Principal	Reduction in excessive absences				
3) 4.) Develop and implement a new perfect attendance incentive program to encourage students to attend school regularly.	Campus secretary Principal Asst. Principal	Higher percentage of students attending school on a weekly basis.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						













Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 4: Cannan Elementary will increase the amount of technology on campus (hardware and software) by 20% to assist student learning in the 2019-2020 school year.

Evaluation Data Source(s) 4: Campus software use Hardware technology purchases

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue Technology Purchases as a Priority for the 20-21 School Year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Purchase/renew/implement educational software: -Study Island -Exact Path -Gynzy -Weather bug	Principal, ICoach	Use of technology programs to assist in student learning.				
2) Purchase computer hardware to engage student learning	Principal, ICoach	Students will have greater access to technology to assist in learning				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Willis Independent School District

Meador Elementary

2019-2020 Formative and Summative Reviews

Accountability Rating: B



Mission Statement

Our mission is to perpetuate life-long learning in a safe and engaging environment, while instilling the values of productive citizenship.

Vision

William Lloyd Meador Elementary School is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Opportunities are available for enrichment, intervention, and remediation as necessary. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn.

Value Statement

Every student, every standard.

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























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

























Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

















Performance Objective 1: At the end of the year students taking the 2020 STAAR Math will increase the meets levels by 15% per grade level.

Evaluation Data Source(s) 1: Impact will be determined by the increase in student scores on the STAAR test

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Implementation of daily Kim Sutton Fact Fluency	Teachers, Administrators	Increase in successful answers				
TEA Priorities Build a foundation of reading and math 2) Interactive use of the number line	Teachers, Administrators	Increase in student outcomes				
TEA Priorities Build a foundation of reading and math 3) Use of hands on manipulatives	Teachers, Administrators	Increase in successful answers				
TEA Priorities Build a foundation of reading and math 4) Daily spiral of objectives through the use of Daily Math Review	Teachers, Administrators	Increase in successful answers				
5) Daily use of TEKS resource documents	Teachers, Administrators	Aligned scope and sequence				
TEA Priorities Build a foundation of reading and math 6) Targeted instruction through the use of small groups	Teachers, Administrators	Advancing in reading levels and progress being made on district and state assessments.				
TEA Priorities Build a foundation of reading and math 7) Continue to support and enrich student learning through the use of Exact Path and Study Island	Teachers, ICoach, Administrators	Increase in use of technology to support instruction in the classroom				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
8) Tier 1 interventions in the classroom for every student, every day	Teachers, Administrators	increase in student outcomes				
TEA Priorities Build a foundation of reading and math 9) Centers/stations created to reinforce the building of necessary skills for student success	Teachers, Administrators	Increase in student outcomes				
TEA Priorities Build a foundation of reading and math 10) Math flashcards posted at each restroom for reinforcement during wait times	Teachers, Administrators	Increase in successful answers				
11) Implementation of a dedicated intervention period at every grade level, every day	Teachers, Administrators, Interventionists	Increase in student outcomes				
12) Use of grade level built common assessments data to guide targeted interventions	Teachers	Progress made on the following assesment				
13) Use Eduphoria, MAP and TEAMS as resources for student data reports	Teachers, Administrators	Effective intervention groupings				
14) Effective use of weekly collaborative time to identify and unwrap essential standards, create common assessments, review student data, identify effective interventions and collaborate on best practice strategies	Teachers, Administrators	Increase in collective accountability for all students				
15) Use of ELPS to target instruction for the EL students	Teachers, Administrators	Increase in student outcomes				
16) Interventions across grade level targeting enrichment and specific needs of the students	Teachers, Coaches, Administrators	Increase in student achievement				
17) Before and after school tutorials	Teachers	Attendance logs and increase in student outcomes				





















Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
18) Use of grade level common end of unit performance assessments	Teachers	Guaranteed and viable curriculum across the grade level				
19) Common planning with the use of identified strategies to dig deep into the TEKS	Teachers, Coaches	Clear understanding of student expectations				
20) Concentrate on the use of open-ended questions	Teachers	Practice on higher level thinking skills				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						




























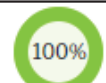



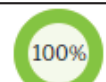
Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

























Performance Objective 2: At the end of the year, students taking the 2020 STAAR Reading test will increase the meets level by 15% per grade level.

Evaluation Data Source(s) 2: Impact will be determined by the increase in student scores on the STAAR test

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 1) Minimum of 90 minutes dedicated to Balanced Literacy	Teachers, Administrators	Increased DRA/MAP scores				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 2) Incorporate chapter books and read alouds to improve fluency and comprehension -Epic -StoryWorks	Teachers, Administrators	Increased DRA/MAP scores				
TEA Priorities Build a foundation of reading and math 3) Weekly use of Comprehension Toolkit in every classroom	Teachers, Administrators	Increase in student outcomes				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 4) Implementation of Leveled Literacy Intervention in kindergarten and grades 1 and 2	Teachers, Administrators	Increase in student comprehension				
5) Provide home reading material to reinforce reading skills	Teachers, Administration	Progress measured through guided reading group data				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Use of authentic text to model thinking and reading strategies	Teachers	Increase in student comprehension				
7) Targeted instruction through the use of small groups	Teachers, Administrators	Advancing in reading levels and progress being made on district and state assessments				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 8) Continue to support and enrich student learning through the use of technology devices in the classroom -MAP -Study Island, Exact Path, Reading Eggs -Flocabulary -Ipads -Chromebooks and carts	Teachers, Administrators, Instructional Coaches	Increase in use of technology to support instruction in the classroom				
9) Tier 1 interventions in the classroom for every student, every day	Teachers, Administrators	increase in student outcomes				
10) Centers/stations created to reinforce the building of necessary skills for student success	Teachers, Administrators	Increase in student outcomes				
11) Implementation of a dedicated intervention period at every grade level, every day	Teachers, Administrators, Interventionists	Increase in student outcomes				
12) Use of common assessment data to guide targeted interventions	Teachers	Progress made on the following assesement				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 13) Implementations of weekly collaborative teams to identify and unwrap essential standards, create common assessments, review student data, identify extensions and effective interventions and collaborate on best practice strategies	Teachers, Administrators, Instructional coaches	Increase in collaborative problem solving				



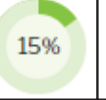

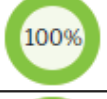
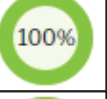
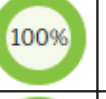
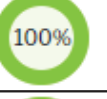
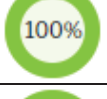
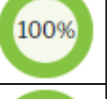
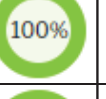
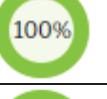
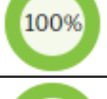
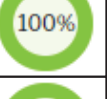
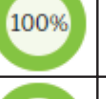
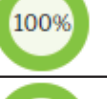






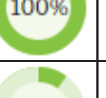

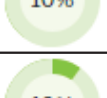
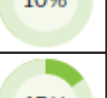
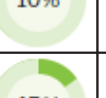



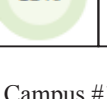

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
14) Use of ELPS to target instruction for the EL students	Teachers, Administrators	Increase in student outcomes				
15) Interventions across grade levels targeting specific needs of the students	Teachers, Coaches, Administrators	Increase in student achievement				
16) Use of grade level common end of unit performance assessments	Teachers	Guaranteed and viable curriculum across the grade level				
17) Common planning with the use of identified strategies to dig deep into the TEKS	Teachers, Coaches	Clear understanding of student expectations				
18) Concentrate on the use of open-ended questions	Teachers	Practice on higher level thinking skills				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 3: At the end of the year, students taking the 2020 STAAR Writing test will achieve 50% meets grade level.

Evaluation Data Source(s) 3: Impact will be determined by the increase in student scores on the STAAR test

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Weekly use of Lucy Calkins Writing program	Teachers, Instructional coaches, Administrators	Increase in student outcomes				
2) Targeted instruction through the use of small groups	Teachers, Administrators	Advancing in reading levels and progress being made on district and state assessments.				
3) Continue to support and enrich student learning through the use of technology devices in the classroom	Teachers, ICoach, Administrators	Increase in use of technology to support instruction in the classroom				
4) Tier 1 interventions in the classroom for every student, every day	Teachers, Administrators	increase in student outcomes				
5) Centers/stations created to reinforce the building of necessary skills for student success	Teachers, Administrators	Increase in student outcomes				
6) Implementation of a dedicated intervention period at every grade level, every day	Teachers, Administrators, Interventionists	Increase in student outcomes				
7) Use of district benchmarks to target interventions	Teachers	Progress made on the following assesement				
8) Use of ELPS to target instruction for the EL students	Teachers, Administrators	Increase in student outcomes				



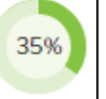


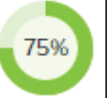
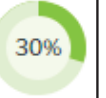



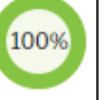

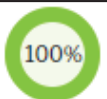

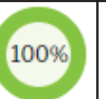
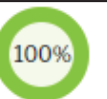


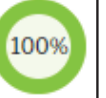


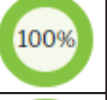
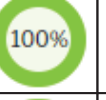





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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

















Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 4: At the end of the year, students taking the 2020 STAAR Science test will increase the meets level by 15%.

Evaluation Data Source(s) 4: Impact will be determined by the increase in student scores on the STAAR test

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Use of hands on experiments in the classrooms	Teachers, Administrators, instructional coaches, District coordinator for Science	Increase of experiments in the classroom and improved performance by students on assessments				
2) Targeted instruction through the use of small groups	Teachers, Administrators	Advancing in reading levels and progress being made on district and state assessments.				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 3) Continue to support and enrich student learning through the use of technology devices and programs in the classroom	Teachers, Administrators, instructional coaches	Increase use of technology to support classroom instruction				
4) Tier 1 interventions in the classroom for every student, every day	Teachers, Administrators	increase in student outcomes				
5) Centers/stations created to reinforce the building of necessary skills for student success	Teachers, Administrators	Increase in student outcomes				
6) Implementation of a dedicated intervention period at every grade level, every day	Teachers, Administrators, Interventionists	Increase in student outcomes				
7) Interventions across grade levels targeting specific needs of the students	Teachers, Coaches, Administrators	Increase in student achievement				





























Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
8) Use of grade level common end of unit performance assessments	Teachers	Guaranteed and viable curriculum across the grade level				
9) Common planning with the use of identified strategies to dig deep into the TEKS	Teachers, Coaches	Clear understanding of student expectations				
10) Concentrate on the use of open-ended questions	Teachers	Practice on higher level thinking skills				
11) Intentional development of academic science vocabulary	coaches	Increased comprehension of scientific concepts				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

















Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 5: By the end of the 2019-20 school year, William Lloyd Meador Elementary will increase student attendance to 96.7%

Evaluation Data Source(s) 5: Impact will be determined by an increase in our daily attendance rate over the same period from the previous year

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) An incentive will be given to all students with perfect attendance for the 9 week period	Administrative team	Positive reinforcement of a desired action				
2) Short term incentive programs called "Attendance Matters" will continue for individual classrooms	Administrative team	Increase attendance				
3) After 2 consecutive absences, each parent/guardian will receive a phone call from the teacher regarding attendance concerns	Principal and certified staff	Increased attendance				
4) After 5 total days of student absences, an administrator will personally phone the parent	Principal, Assistant Principals, Counselor	Increased attendance				
5) After 8 total days of student absences, a parent conference will be requested from an administrator	Principal, Assistant Principals, Counselor	Face to face conversation and increased attendance				
6) After 2 unexcused absences in a 4 week period, a letter quoting the state compulsory attendance law will be sent home to the student's parent or guardian	Registrar	Parent contacts the school, increased attendance				
7) After 8 unexcused absences, a second letter quoting the state compulsory attendance law will be sent home to the student's parent/guardian and truancy prevention measures will be created between the administrator and the parent/guardian	Registrar, Assistant Principals, Principal	Parent contacts the school				





























Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
8) With a truancy plan in place, but with no improvement, the child's case will be referred to the court system	Assistant Principals, Principal, Registrar	Parent contacts the school, increased attendance				
9) A letter will be prepared and sent to kindergarten parents clarifying the importance of the child being at school every day	Principal	Increase in daily attendance				
10) A letter will be prepared and given to all parents as they check their students in late or out early stating the importance of completing the learning minutes for a full day	Assistant Principals, Principal	Decrease in late arrivals and early check outs				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

























Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: By the end of the 2019-20 school year, William Lloyd Meador Elementary will increase parent involvement opportunities by hosting informational nights and open forum feedback nights.

Evaluation Data Source(s) 1: Impact will be determined by the increased attendance this year over last year's events and an increase in the number of events hosted

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Communication extending invitations to participate in upcoming events will be displayed on the school website, district app, notes home, social media and the message board on the campus grounds	Principal	Positive public relations and increased parent participation				
2) The phone system will be used to communicate important information and invitations to participate in important school events in both English and Spanish	Principal	Positive public relations and increased parent participation				
3) Parent information nights will be offered to share program awareness, homework help, LPAC committee information and assessment information	Principal	Positive public relations and increased parent participation				
4) Student organizational planners will be used in 5th grade to keep parents informed of behavioral and academic progress on a daily basis. Kindergarten - 4th grade will use daily folders and Monday folders	Campus staff	Two way communication with parents				
5) Each teacher will maintain a classroom website accessible to parents and/or use Class Dojo as a major form of communication.	Assistant Principal and campus staff	Positive public relations and increased parent participation				
6) Parents will be represented on the CEIC	Principal	Collaborative problem solving				
7) A calendar of activities will be sent home monthly as well as a school newsletter every nine weeks with happenings for the past, present and future	Principal	Positive public relations and increased parent participation				





















Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
8) Information for off-site resources (counseling, district parent center, community donors) will be available to all parents	Counselor	Positive parent relations				
9) Family nights will be held for reading, math and science and will provide strategies to improve literacy and enrichment and extension of the skills learned in those classes	Principal	Positive public relations and increased parent participation				
10) Flexible working hours of the para-professional staff will ensure that there is a Spanish speaker available to answer phones and greet parents in the front office	Principal	Positive public relations				
11) Continue the Watch D.O.G.S. and Meador M.O.M.S. programs to increase the opportunity for parental involvement on the campus	Principal, Assistant Principal	Increased visibility of MOMS on campus				
12) Monthly parent input meetings called Nachos with Nan will be held before the PTO Meeting	Principal	More input given more questions answered				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 3: All staff will be prepared to support student achievement.









Performance Objective 1: During the 2019-20 school year, the staff at William Lloyd Meador Elementary will meet the minimum requirements for professional development and increase the number of hours in each category by 15% as measured through certificates in Eduphoria.

Evaluation Data Source(s) 1: Impact will be determined by the level of implementation observed after participation in professional development as well as reflection conversations with their T-TESS appraiser

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) To continue and extend new teacher staff development, they will meet with the principal monthly to share challenges and concerns and identify supports to address them	Principal	Supportive environment				
2) Training will be provided to the staff to review the use of TEK Resource documents and TExGUIDE documents	Administrators, Coaches	Clearer understanding and increase use				
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Training will be provided as needed to build skills in the use of MAP, Edmentum, DMAC, Reading Eggs, Eduphoria and TEAMS	Administrators, district coordinators, instructional coaches	Documented use of Aware, Forethought and T-TESS				
TEA Priorities Build a foundation of reading and math 4) Modeling and coaching will be provided by the campus coaches to ensure effective implementation of Balanced Literacy and Balanced Math	Campus Administration, District Coordinators, Campus Coaches	Increase in DRA scores and Common Assessment, increase in student growth				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Continual training will be offered to hone skills for grade level teams who meet weekly to collaboratively plan, create common assessments, review data and identify interventions to support their struggling learners	Principal	Improvement in interventions for identified students and decrease in achievement gap. Guaranteed and viable curriculum				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 6) When available, webinars will be ordered for the staff on instructional topics that would be of benefit to themselves and their students -Solution Tree Videos -Safe Schools	Principal, Instructional Coaches, district coordinators	Additional support identified and implemented for the success of students				
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 7) Opportunities will be provided for staff to attend off-site professional development - Solution Tree -Lead4ward -ESC 6	Principal	Registration documentation				
8) Additional books will be purchased for the professional library to provide extra resources for the staff	Principal	Additional resources				
9) Teachers will work collaboratively with administrators and campus coaches to reflect on their own practice through the T-TESS process	Campus Coaches, Administrators	Increase in coaching/modeling sessions				
10) All instructional staff including paraprofessional will attend campus and district professional development	Principal	Reinforcement of instructional goals				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 11) ELAR teachers will be given the opportunity to attend trainings offered to get a better understanding of the new TEKS -Region 6	principal, coaches	Clearer understanding of the new TEKS				
12) Content teams will be given time on professional development days to vertically plan	Principal, coaches	Strategically being able to close gaps from one grade to the other				





















Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 13) Teachers will continue to receive professional development aligned with increasing student achievement and with the school's instructional focuses of reading, science and writing	Principal, Coaches	Recognition of trained strategies being used in the classroom				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

















Goal 3: All staff will be prepared to support student achievement.

Performance Objective 2: During the 2019-20 school year the Meador Elementary Leadership Team (MELT) will support teachers through coaching and modeling so by May 2020, all certified teachers will score Proficient or better on T-TESS.

Evaluation Data Source(s) 2: Impact will be determined by increased levels of student mastery on formative assessments

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) The principal and assistant principals will meet weekly minimal district walk-through requirements and aim for completing our Meador list weekly	Principal and Assistant Principals	Data Driven Decision making conversations with outcomes documented				
TEA Priorities Recruit, support, retain teachers and principals 2) Specific and timely feedback will be given to the teachers through the use of Strive and personal coaching conversations	Principal, Assistant Principals and Coaches	Documentation in Eduphoria				
TEA Priorities Recruit, support, retain teachers and principals 3) MELT members will meet weekly to review data collected and identify strategies to address area of concern	Principal, Assistant Principal, Coaches and Counselor	Documented interventions with teachers				
4) A system for monitoring weekly lesson plans will be implemented with a process established for feedback	Principal, Assistant Principal, Coaches and Counselor	Effective lesson plans aligned to the YAG				
TEA Priorities Recruit, support, retain teachers and principals 5) MELT members will provide feedback to the collaborative teams through the use of the SIG	Principal, Assistant Principal, Coaches and Counselor	Sign in sheets				

























Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 6) MELT members will be active participants in all professional development provided to ensure an instructional common language	Principal, Assistant Principal, Coaches and Counselor	Sign in sheets				
7) MELT members will identify exemplars in the classrooms and celebrate successes through the use of the Brag Board, Fla-Mazing Awards and written comments on the window outside their door	Principal, Assistant Principal, Coaches and Counselor	Visual checks of the board				
TEA Priorities Recruit, support, retain teachers and principals 8) MELT members will attend content planning meetings	Principal, Assistant Principal, Coaches and Counselor	Effective implementation of all TEKS resources				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: During the 2019-20 school year 100% of funds allocated for instructional supplies and resources will be spent based on the recommendations of the school wide Leadership Team and/or the CEIC as reflected on budget reports.

Evaluation Data Source(s) 1: Impact will be determined by level of use and implementation in the classrooms

Summative Evaluation 1: Met Performance Objective

































Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The Campus Education Improvement Committee (CEIC) will meet at least four times a year to discuss campus improvement and identify solutions to areas of concern	CEIC	Feedback gathered from all stakeholders				
2) The purchasing procedure for William Lloyd Meador elementary will follow the district guidelines	Principal	Correct accounting procedures				
3) Title funds will be allocated through leadership recommendations and will follow the district guidelines	Principal, Leadership team and district accounting	Correct accounting procedures				
4) Activity funds will be monitored and dispersed through the year for a variety of school wide activities following leadership recommendations and the district guidelines	Principal, Leadership Team and district accounting	Correct accounting procedures				
5) The Team Leaders will meet bi-monthly to discuss instructional improvement resources that they would like to see purchased	Principal and Team Leaders	Feedback generated leading to improvements				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						









Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 1: To ensure the safety of all students, the staff of William Lloyd Elementary will conduct 9 safety procedures meetings starting in September 2019 and ending May 2020.

Evaluation Data Source(s) 1: Impact will be determined by the lack of safety concerns on the campus

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) School wide safety rules reviewed, enforced and posted: playground rules, cafeteria rules, student car rider policy, bus discipline policy, visitor tags, and medication policy	Assistant Principal and campus staff	Decrease in incidents				
2) Review the crisis response team and crisis management procedures, assign roles and update all staff two times a year	Assistant Principal	Roles successfully filled in drills				
3) Require that all visitors wear ID badges and staff will monitor and report suspicious situations and/or unauthorized people in the building	Assistant Principal	100% of adults in building identified				
4) Monthly fire and/or tornado drills will be practiced by students and staff to ensure their safety	Assistant Principal	Successful drills				
5) Review lock down procedures with the full staff	Assistant Principal and Constables	Successful procedure if necessary				
6) A daily walk of the building will be done to ensure that all perimeter doors of the building are locked and exits are free from obstruction	Principal, Assistant Principal, Custodial Lead and Constables	All children safely behind locked doors				
7) Internal doors to all classrooms will be locked at all times when students are present	Principal, Assistant Principal, Custodial Lead and Constables	All children safely behind locked doors				
8) Staff will be trained on the use of the Bearcade purchased for each classroom	Principal, Assistant Principal	In case of emergency all rooms will be locked down				



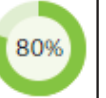

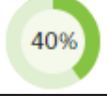
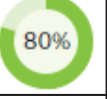
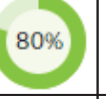


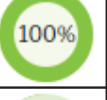
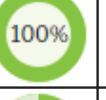
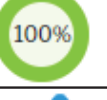
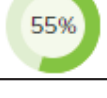
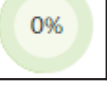
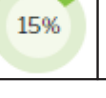





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
9) All staff will continually update the RAVE app and be reminded of its correct use at monthly faculty meetings.	Principal, Assistant Principal	Clear understanding of the use of the Rave app				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 2: By December 2019, working in partnership with WISD Behavior Specialists, Meador Elementary will identify successful strategies to be used with Tier 3 RtI behavior students increasing their time in the classroom by 50%.

Evaluation Data Source(s) 2: Impact will be determined by the data collected recording successful in class time

Summative Evaluation 2: Some progress made toward meeting Performance Objective

























Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Following PBIS strategies, all Tier 2 and Tier 3 RtI behavior students will have a check in person	Leadership Team	Meaningful relationships supporting the student to make good decisions				
2) Following PBIS strategies, all Tier 2 and Tier 3 students will have incentives available to work toward	Principal	Positive reinforcement of desired behaviors				
3) Following PBIS strategies, a cool down room will be established for students who need to reflect on their actions	Principal, Assistant Principal, Counselor	Quick student cool down and return to classrooms				
4) Behavior specialist will be utilized to coach teachers and administrators on strategies to use with Tier 3 behavior students	principal, assistant principals, counselor	Fewer incidents that take Tier 3 students from the classrooms				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 3: By the end of the 2019-2020 school year, the students will have received mental health and wellness lessons.

Evaluation Data Source(s) 3: Lessons delivered, weekly schedule

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The counselor will create a schedule and deliver lessons on social skills to all grade levels.	Principal, Counselor	Fewer conflicts between students				
2) The counselor will create a schedule and deliver lessons on bullying to all grade levels.	Principal, Counselor	Fewer complaints from students about other students				
3) Through PBIS training, the teachers will learn about the importance of recognizing and meeting the social emotional needs of the students.	Principal, PBIS team, Counselor	Increase in the number of students addressed through personal conversations with teachers and staff				
4) Counselor will pull small groups to address social emotional support needed.	Principal, counselor	Increase in coping skills being built				
5) Tri-County Counseling Services information will be given to parents and/or guardians when a need is identified or when advice is requested by the parent/guardian	Principal, Assistant Principal, Counselor	Increase in the number of students being serviced				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Willis Independent School District
Roark Early Education Center
2019-2020 Formative and Summative Reviews

Accountability Rating: Not Rated

Mission Statement

Roark Early Education Center will develop social/emotional skills to foster independence and instill a love of lifelong learning for all students.

Core Beliefs

In Willis ISD:

We believe every child counts; every child learns. We will provide the opportunity for a successful future by teaching every child to think.

We believe the education of all children is the responsibility of the family, school district, and community. We will communicate, encourage, be responsive to, and seek input and participation from students, their families, staff, and community.

We believe each employee is valuable and has a profound impact on student learning. We will invest in highly qualified human talent, engage them in teamwork and learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success.

We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.

We believe the equitable allocation of resources ensures each student will have the opportunity to become productive citizens. We will operate effectively and efficiently within the limits of local, state, and federal budget constraints with fiscal accountability.

We believe all students learn best in a safe, supportive, and secure environment. We will ensure that the learning and work environments are safe and nurturing so that each student and staff member will achieve high levels of performance.

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Roark Early Education Center will develop social/emotional skills to foster independence and instill a love of lifelong learning for all students.	2
Goal 1: All students will show measurable growth toward kindergarten readiness.	2
Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.	4
Goal 3: All staff will be prepared to support student achievement.	5
Goal 4: All district funds will be utilized for programs that ensure the success of every student.	6
Goal 5: All students will be educated in learning environments that are safe and conducive to learning.	8
	9

Goal 1: All students will show measurable growth toward kindergarten readiness.

Performance Objective 1: Prekindergarten students will show 25% growth toward readiness on the CIRCLE Progress Monitoring tool from BOY to EOY for the 2019-2020 school year.

Evaluation Data Source(s) 1: 100% effective implementation of CIRCLE Progress Monitoring PreK, Waterford SmartStart and RtI data.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: We were not able to give EOY CIRCLE Progress Monitoring because of Covid 19.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) SpEd staff will gather anecdotal observation notes and other evidence that measure student performance on the IEP mastery.	Administrator SpEd teachers	SpEd staff will be able to use assessment data to monitor student progress and make instructional adjustments.				
2) Teachers collaborate during Collaborative Team Meetings(PLC), using data protocols from Waterford and CIRCLE to design small group instruction and individual interventions to ensure mastery of PreK guidelines.	Administration Staff	Student mastery of PreK Guidelines as measured by PreK Inventory and IRCLE.				
3) Teachers and special education staff will use the PreK Guidelines and design qualities to create engaging lessons for all students.	Administration Staff	Engaging instruction based on best practices will be evident in walk-throughs and observations.				
4) All teachers will set professional goals that will be supported through staff development, coaching and data monitoring to aid in student achievement.	Administration Teachers	T-TESS walk-throughs and formal evaluations and assessment data.				
5) All staff will increase their proficiency with current technologies to improve teacher efficiency, technology integration and student productivity.	Administration Teachers ICoach Instructional Aides	Tech challenges, applied integration, walk-throughs, student production and meeting PreK Guidelines				
6) Classrooms teachers and teacher assistants will be trained in proper protocols and standardization for administering assessments.	Administration Classroom Teachers Instructional Aides	Walk-throughs and observations will provide evidence of normed administration of assessments and students will consistently demonstrate mastery.				
= Accomplished = Continue/Modify = No Progress = Discontinue						







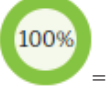

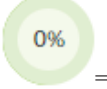

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: School will increase parental involvement by 5% by the end of the 2019-2020 school year by giving parents opportunities to engage, learn and support their child's education and development.

Evaluation Data Source(s) 1: Parents attend and sign-in at the planned activities, Parents will also complete periodic surveys in addition to an EOY survey.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Parent engagement was increased due to the Covid 19 school closure. Parents reached out more on how they could help their children at home, participated in Google Classroom lessons and picked up Learning Packets from the school.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Educational programs and volunteer opportunities will be provided to educate and empower parents.	Administration Staff	Parent attendance and increase in data scores and mastery of IEP goals.				
2) 1) Use Seesaw and weekly newsletters to inform and communicate with parents.	Administrator Staff	Parent attendance HRS survey.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						













Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: In the 2019-2020 school year, 100% of all Roark EEC students will be taught by a teacher who has met the requirements as Highly Qualified(HQ).

Evaluation Data Source(s) 1: Impact will be determined by hiring 100% of our teachers who meet the criteria as highly qualified and certification and reference checks of new hires. (Certifications)

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Although all teachers are highly qualified, we still have 4 who need their ESL certifications.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Early recruitment of highly-qualified teachers in PreK and SpEd.	Administrators Human Resources SpEd Director	Retention of HQ teachers				
2) Roark EEC will retain highly qualified teachers by: a) Providing mentors for new teachers to the campus and/or district. b) Providing professional growth opportunities c) Providing professional encouragement and instructional coaching	Administrators	Feedback from new teachers and observations.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



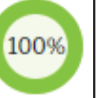





Goal 3: All staff will be prepared to support student achievement.

Performance Objective 2: 100% of campus and professional development sessions will be aligned to the needs of our Roark EEC teachers and staff for the 2019-2020 school year.

Evaluation Data Source(s) 2: Impact will be evaluated through lesson planning, integration of professional development in classroom instruction and attendance documented through Eduphoria STRIVE.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: We had staff development opportunities through Region VI and some on-site. We would like to see more teachers training teachers.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide campus and professional training on reading, writing, math and social-emotional best practices. -Frogstreet Conference -Waterford Early Learning Training -CIRCLE Training -Learning Without Tears Training -Technology Training	Administrator Teachers	Sign-in sheets, documentation and learning strategies used in class.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						











Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of funding decisions made by the campus will be prioritized by campus initiatives during the 2019-2020 school year.

Evaluation Data Source(s) 1: Impact will be evaluated by campus budget audit to evaluate line by line alignment between budget spending and campus improvement plan.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: We will prioritize campus initiatives based more on students needs, instead of primarily what teachers need.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All District and Student Activity Funds will be monitored and utilized according to Federal, State and Local guidelines.	Administrator	Budgets will be utilized and balanced accordingly at the end of the school year.				
2) Campus CEIC and Administrative Team will meet regularly to review campus needs, campus plan and budget items.						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						














Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Roark Early Education Center staff will use multiple strategies and assessments measures to cultivate an emotionally and physically safe environment focused on a culture of universal achievement for 100% of our students by the end of the 2019-2020 school year.

Evaluation Data Source(s) 1: 100% effective implementation of social emotional instructional strategies.

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Covid 19 school closure helped greatly with the social/emotional environment. Our Juan Pablo lessons not only benefited our students, but their parents were very appreciative and grateful to have the lessons even for themselves.











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Roark EEC teachers and SpEd staff will plan and teach social emotional lessons daily (social skills lessons and Conscious Discipline).	Administrator All teachers SpEd staff	Lesson plans, IEPs, BIPs, walk-throughs and kid chats.				
2) Roark EEC staff will serve on committees to meet the diverse needs of our school and enhance our culture.	Administration Teachers	Sign-in sheets and agendas from committees, progress toward campus goals as a result of committee work.				
3) Staff will receive additional training in Conscious Discipline.	Administration	Evidence from walk-throughs will reveal a healthy social-emotional culture.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: By the end of the 2019-2020 school year, 100% of staff will become more knowledgeable in ways to promote student safety, health and wellness, including: campus safety and security training, discipline management and Safe School Training throughout the school year.

Evaluation Data Source(s) 2: Staff survey on safety Parent survey on safety

Summative Evaluation 2: Met Performance Objective




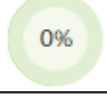
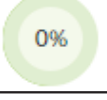





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) To ensure the safety of all students, the staff of Roark EEC will conduct 9 safety procedures meetings starting September 2019 and ending June 2020.Evaluation Data Source(s) :Impact will be determined by the lack of safety concerns on campus and staff surveys.						
2) All Roark EEC staff will sign up and update phone numbers for the RAVE! Panic App, check to make sure the Bear-acade door devices are working properly, monthly fire/weather/shelter-in-place drills, safety door checks by the district constable and Crisis Team(CPR & Diabetes certifications).						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 3: In 2019-2020, Roark EEC will meet or exceed yearly average attendance rate of 96% or above.

Evaluation Data Source(s) 3: District weekly attendance rate report Campus attendance reports

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Calls will be made to parents after 3 consecutive absences.	Administrator, Clerk, Staff	Increase in attendance				
2) Snack parties to classes with best perfect attendance for the month.	Administrator, Clerk, Staff	Increase in attendance				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Willis Independent School District
Stubblefield Daep
2019-2020 Formative and Summative Reviews

Accountability Rating: Not Rated



Mission Statement

The purpose of Stubblefield Academy Disciplinary Alternative Education Program is to provide a structured and positive learning environment that addresses both academic and behavioral skills necessary for students to be successful lifelong learners.

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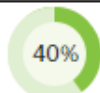
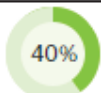




Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.	4
Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.	5
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Goal 4: All district funds will be utilized for programs that ensure the success of every student.	8
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Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Stubblefield will show a 5% increase in student academic progress by May 22, 2020.

Evaluation Data Source(s) 1: Common Assessments, daily work, MAPS Testing, major tests, quizzes, computer based projects/activities and STAAR/EOC scores.

Summative Evaluation 1:













Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will use D.O.K. (Depth of Knowledge) when creating and/or asking questions for students.	Administrators	Increase number of students who meet or master the grade level standards on their EOC/STAAR state test.				
2) Teachers will provide students with technology based instruction in all core subject areas. Technology will be increased by providing teachers with more technology devices.	Administrators and technology department	Student initiated learning				
3) Students will participate in a Reading incentive program called "Leveling Up In Reading".	Stelter (English Teacher), Tullos (Language/Elective Teacher).	Increase students reading				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Stubblefield will ensure timely communication to parents, students and community 100% of the time for the 2019-2020 school year.

Evaluation Data Source(s) 1: Reports generated for all communication avenues and school/parent activities, will be evaluated with signed acknowledgement forms, sign in sheets, parent communication logs and daily behavior reports.

Summative Evaluation 1:



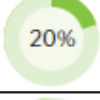
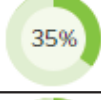
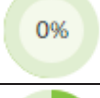
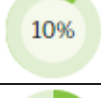
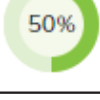
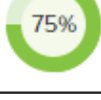




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will contact parents, at each three week marking period, if a student is failing or in danger of failing. Documenting in the parent contact log in the front office.	Administration	Parents will be aware of how students are progressing in their classes.				
2) Students will create an informational newspaper/newsletter to keep parents informed of school happenings.	Mrs. Stelter (English Teacher)	Parents will have access and be informed of school activities.				
3) Have parents be partners in their child's education by participating in initial intakes and continue communication when necessary by phone or parent conferences, documenting on parent contact logs.	Administrators, teachers	Increase parent's awareness of their child's behavior and keep them involved and aware of their behavior at DAEP.				
4) Implement a transitional program for student returning to their home campus from DAEP, involving Exit Interviews, contacting their home campus counselor, and visits by DAEP administration.	Administrators, Home Campus Counselor	This should reduce the number of repeat placements and retention/failure rates for students placed at DAEP				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 2: Attendance rate at Stubblefield will be at 95% by the end of the 2019-2020 school year.

Evaluation Data Source(s) 2: Contacting parents, by a certain time, the day a student is absent.

Summative Evaluation 2:















Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Call home on every student that is not at school by 7:30 a.m., and document results.	Administration, Secretary	Daily phone call to parents will alert the parents that we care, are aware and want their child to come to school daily.				
2) Hold conferences with parents and students in danger of facing legal action due to truancy.	Administration	Reduce the absences, make parents more accountable for their student's absences, and reduce the number of filings on truancy.				
3) Require students to stay for after school tutoring to make up the work they missed when they were absent.	Administration, secretary, teachers	Keep students on track with their academics so that they don't fall behind due to their absences.				
4) Students will place a star sticker on a sentence strip, that has their name on it and displayed in the main hallway, when they are in attendance and have a perfect 200 point day.	Administration	The student can visually see when they earn a day out early, after collecting five stars for behavior and attendance.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: Stubblefield teachers will maintain curriculum alignment and communication between sending campus' and Stubblefield to insure students stay in line with their home campus and on target 100% of the time to be completed by the end of the 2019-2020 school year.

Evaluation Data Source(s) 1: Student growth measures including screeners, formative assessments, common assessments and beginning-middle-end of year diagnostic test results, asking teachers at home campus if students came back from SAS prepared and on target. Participation of 100% by core curriculum teachers from all campus' sending students to Stubblefield.

Summative Evaluation 1:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will create a blog and participate in a Reading incentive program called "Leveling Up In Reading".	Stelter (English Teacher), Tullos (Language/Elective Teacher).	Increase students reading ability and comprehension				
2) All Stubblefield teachers will be GT certified by the end of the 2019-2020 school year.	Administration and GT Coordinator (Amy Rogers)	Teachers using the higher order thinking skills with the students.				
3) Teachers will communicate with elective teachers to ensure students stay on track with their electives while at DAEP.	Administration, Matt Tullos (Credit Recovery/Elective teacher)	Keep students with electives on track so when they return to their home campus they are on target.				
4) Stubblefield teachers will collaborate with sending campus teachers by email and Forethought in Eduphoria to access the lesson plans, assignments, tests and projects from the students' teachers at their home campus weekly.	Administration and teachers	Improved planning and instruction will lead to student growth, performance and being on target when returning to their home campus.				
5) Teachers will utilize pacing calendars, Year at a Glance (YAG), TEKS (TEKS Resource), TeX guide, and Vertical Alignment to ensure that while students are at Stubblefield DAEP, they stay on target with their academics daily.	Administration, Teachers	When the student returns to their home campus they will be on target with learning.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of funding decision made by the campus will be prioritized by the campus, the budgeting process supports integrity and efficient management of resources district-wide, during the 2019-2020 school year ending on May 22, 2020.

Evaluation Data Source(s) 1: Monitoring through district approval process and annual financial audit.

Summative Evaluation 1:




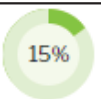










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All district funds will be monitored and utilized according to Federal, State and Local guidelines.	Administrator	Budgets will be utilized and balanced accordingly at the end of the school year.				
2) Campus faculty will meet regularly to review campus needs, campus plan and budget items.	Administrators, teachers, secretary	Regular attendance monitored through sign in sheets, balanced budget and purchase orders reflecting campus needs.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Decrease the number of ISS and OSS by 5% each for the 2019-2020 school year.

Evaluation Data Source(s) 1: Reports generated for discipline compared to previous school year will indicate a decrease in ISS and OSS placements.

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will meet once a week for PLC (Professional Learning Communities) to discuss students behavior.	Administration and Teachers	To improve teacher's ability to create relationships with students through suggestions from other teachers that have found strategies that work for them with certain students.				
2) Positive statements and accomplishments will be posted on the "Shout Out" Board, displayed in the main hallway.	Teachers, Administrators	To improve student behavior and grades.				
3) Implementation of Restorative Practices, continuation of Why Try? Program and PBIS across the entire campus to cover Bullying prevention, Building Self-Esteem, Self-Discipline, Decision making, Problem Solving, Refusal Skills, Coping Skills, Conflict Resolution, Social Emotional well being, and Tobacco, Vaping, Alcohol and Drug Prevention. Counseling Dog will help with Social and Emotional Health also.	Administration, teachers, Counseling Dog Scarlet Wrinkles.	Behavior is decreased, there is consistency in positive discipline from class to class, students learn strategies daily to help them when they return to their home campus and in the real world. District Vaping Video shared with student and family.				
4) Improve Positive Behavior Interventions and Supports (PBIS) and Restorative Practices. Teachers are consistent with rules throughout the school, teachers monitoring, and incorporating Restorative Discipline in their daily routine.	Administrators	Students behavior and ethics to improve, teachers to incorporate and plan for Restorative Discipline in their lesson plans.				
5) Teachers will participate in a book study, "Better Than Carrots or Sticks", on Staff Development Days.	Administration	To improve teacher's Restorative Practices for Positive Classroom Management.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: Lower students returning to DAEP for a second visit in the same school year, from 2019-2020, by 5%.

Evaluation Data Source(s) 2: Data charts and SAS Master list indicates a decrease in second visits from students.

Summative Evaluation 2:













Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Home campus visits from DAEP administration to monitor student behavior before being sent to DAEP, and also monitor student behavior once a student returns to home campus from DAEP.	Administrators	To ensure students correct behavior to avoid coming to DAEP, and decrease recidivism.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 3: Stubblefield staff will be trained on campus safety and security procedures

Evaluation Data Source(s) 3: -All staff will have the updated version of the RAVE! Panic App downloaded to their phone. -All staff will have electronic door keys -Shelter in Place, Lockdown, Disaster and Fire Drills -Training for HB 984 Diabetes -Staff will check Bearacade door devices to make sure they are working properly. -

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will have monthly safety meetings and report safety concerns when needed.	Assistant Principal, Teachers	Monthly Safety Meetings, incidents of staff injuries are reduced. Any staff injury is reported to the campus safety coordinator.				
2) All staff will download or update and register for the RAVE! Panic Button App that will notify campus and local authorities if an emergency arises.	Principal, Assistant Principal, Teachers and District personnel	This will be a faster way to notify 911, Student Resource Officers and other district employees of emergency situations.				
3) All of Stubblefield faculty will be trained on safety and security procedures for: Shelter in Place, Lock Down, and Fire and Disaster Drills.	Principal, Assistant Principal, and Student Resource Officers.	All Staff will be trained and prepared on procedures for potential emergency issues.				
4) Install and make sure the Bearacade door devices and electronic door key cards work to secure exterior and interior doors.	Principal, Assistant Principal, District Staff and District Student Resource Officers	Security of classroom students and staff in the case of an active shooter and/or lockdown.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

2019-20 Texas Academic Performance Report

District Name: **WILLIS ISD**

District Number: **170904**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

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District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	71%	52%	68%	75%	*	*	-	80%	33%	69%	72%	68%	65%	69%
	2018	77%	79%	77%	74%	71%	81%	-	*	-	88%	53%	67%	77%	78%	71%	67%
At Meets Grade Level or Above	2019	45%	45%	37%	23%	34%	40%	*	*	-	45%	17%	38%	39%	33%	30%	34%
	2018	43%	44%	41%	16%	32%	50%	-	*	-	50%	23%	25%	41%	38%	32%	23%
At Masters Grade Level	2019	27%	28%	24%	10%	19%	28%	*	*	-	25%	2%	6%	24%	21%	16%	17%
	2018	25%	26%	23%	12%	18%	29%	-	*	-	23%	5%	0%	25%	20%	17%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	81%	80%	65%	80%	82%	*	*	-	90%	46%	75%	82%	74%	75%	79%
	2018	78%	80%	77%	67%	75%	80%	-	*	-	81%	41%	69%	79%	72%	71%	74%
At Meets Grade Level or Above	2019	49%	51%	45%	29%	47%	45%	*	*	-	45%	20%	44%	47%	36%	39%	52%
	2018	47%	49%	45%	21%	40%	52%	-	*	-	46%	26%	38%	47%	38%	36%	37%
At Masters Grade Level	2019	25%	26%	19%	10%	21%	18%	*	*	-	20%	2%	13%	22%	10%	15%	24%
	2018	23%	25%	19%	12%	14%	24%	-	*	-	15%	9%	8%	20%	16%	12%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	76%	74%	66%	68%	78%	-	*	-	100%	33%	65%	76%	70%	68%	64%
	2018	73%	74%	71%	55%	60%	79%	*	100%	-	80%	36%	82%	71%	71%	63%	56%
At Meets Grade Level or Above	2019	44%	45%	41%	20%	31%	50%	-	*	-	65%	24%	29%	41%	41%	32%	23%
	2018	46%	47%	45%	21%	33%	56%	*	67%	-	47%	31%	45%	46%	44%	36%	26%
At Masters Grade Level	2019	22%	23%	21%	5%	15%	28%	-	*	-	26%	4%	6%	21%	21%	15%	11%
	2018	24%	25%	24%	3%	15%	30%	*	67%	-	33%	11%	36%	24%	23%	15%	10%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	80%	68%	79%	83%	-	*	-	91%	43%	65%	83%	77%	75%	79%
	2018	78%	80%	83%	59%	80%	87%	*	100%	-	93%	43%	67%	86%	77%	78%	80%
At Meets Grade Level or Above	2019	48%	51%	50%	34%	43%	57%	-	*	-	61%	27%	47%	53%	44%	41%	39%
	2018	49%	51%	55%	29%	46%	64%	*	100%	-	53%	33%	42%	56%	55%	47%	45%
At Masters Grade Level	2019	28%	32%	30%	11%	28%	35%	-	*	-	35%	8%	35%	32%	26%	24%	23%
	2018	27%	29%	26%	15%	19%	33%	*	67%	-	20%	15%	25%	28%	23%	19%	16%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	64%	55%	56%	69%	-	*	-	87%	28%	41%	64%	63%	57%	52%
	2018	63%	61%	64%	59%	57%	70%	*	100%	-	57%	33%	75%	66%	60%	57%	56%
At Meets Grade Level or Above	2019	35%	34%	30%	14%	23%	37%	-	*	-	52%	18%	18%	33%	25%	23%	21%
	2018	39%	37%	39%	24%	32%	46%	*	50%	-	21%	26%	17%	39%	39%	31%	26%
At Masters Grade Level	2019	11%	10%	9%	2%	5%	13%	-	*	-	9%	4%	0%	11%	5%	6%	3%
	2018	11%	10%	8%	3%	5%	11%	*	17%	-	0%	10%	8%	8%	7%	5%	4%

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Grade 5 Reading ^A																	
At Approaches Grade Level or Above	2019	86%	85%	84%	74%	80%	89%	*	100%	-	94%	50%	67%	84%	84%	82%	76%
	2018	84%	82%	82%	69%	80%	85%	67%	*	*	67%	39%	63%	82%	80%	78%	76%
At Meets Grade Level or Above	2019	54%	52%	50%	18%	38%	62%	*	100%	-	50%	31%	56%	51%	48%	40%	32%
	2018	54%	53%	47%	26%	41%	54%	67%	*	*	33%	23%	25%	49%	43%	40%	36%
At Masters Grade Level	2019	29%	29%	25%	6%	16%	31%	*	80%	-	31%	10%	22%	25%	24%	14%	9%
	2018	26%	26%	20%	5%	19%	24%	17%	*	*	0%	0%	25%	21%	18%	16%	16%
Grade 5 Mathematics ^A																	
At Approaches Grade Level or Above	2019	90%	88%	93%	88%	91%	96%	*	100%	-	100%	67%	78%	95%	90%	93%	91%
	2018	91%	89%	92%	90%	91%	94%	83%	*	*	100%	64%	100%	93%	91%	90%	91%
At Meets Grade Level or Above	2019	58%	56%	66%	56%	56%	76%	*	100%	-	50%	42%	56%	70%	60%	58%	59%
	2018	58%	56%	64%	37%	63%	69%	67%	*	*	44%	33%	38%	66%	59%	57%	58%
At Masters Grade Level	2019	36%	35%	44%	32%	35%	52%	*	100%	-	31%	19%	56%	46%	41%	33%	31%
	2018	30%	30%	32%	15%	28%	36%	50%	*	*	33%	7%	25%	34%	28%	26%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	76%	72%	50%	61%	81%	*	100%	-	75%	35%	67%	71%	72%	67%	54%
	2018	76%	76%	72%	43%	63%	82%	67%	*	*	67%	53%	75%	72%	71%	65%	57%
At Meets Grade Level or Above	2019	49%	52%	43%	18%	30%	54%	*	100%	-	38%	27%	56%	43%	43%	35%	27%
	2018	41%	42%	33%	10%	25%	41%	33%	*	*	33%	29%	38%	34%	32%	26%	18%
At Masters Grade Level	2019	24%	27%	18%	3%	12%	23%	*	100%	-	6%	10%	33%	18%	18%	10%	11%
	2018	17%	18%	12%	5%	10%	15%	17%	*	*	0%	7%	0%	11%	14%	8%	8%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	68%	61%	40%	58%	66%	60%	*	*	50%	21%	50%	61%	59%	52%	50%
	2018	69%	70%	64%	68%	56%	68%	*	*	-	58%	44%	57%	64%	63%	58%	50%
At Meets Grade Level or Above	2019	37%	39%	30%	9%	24%	37%	20%	*	*	29%	17%	20%	28%	33%	24%	16%
	2018	39%	40%	32%	32%	22%	38%	*	*	-	32%	32%	14%	32%	31%	24%	14%
At Masters Grade Level	2019	18%	19%	11%	7%	10%	12%	0%	*	*	21%	0%	20%	11%	13%	10%	5%
	2018	19%	20%	15%	16%	10%	18%	*	*	-	0%	17%	0%	14%	16%	12%	7%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	83%	78%	67%	78%	80%	40%	*	*	79%	36%	70%	79%	76%	72%	75%
	2018	77%	80%	80%	84%	75%	83%	*	*	-	85%	54%	100%	81%	78%	75%	74%
At Meets Grade Level or Above	2019	47%	51%	46%	18%	44%	52%	40%	*	*	43%	21%	40%	49%	42%	38%	36%
	2018	44%	49%	45%	47%	33%	54%	*	*	-	40%	25%	63%	46%	43%	38%	28%
At Masters Grade Level	2019	21%	26%	17%	2%	14%	21%	0%	*	*	21%	8%	10%	17%	17%	10%	8%
	2018	18%	23%	16%	13%	11%	20%	*	*	-	10%	6%	0%	16%	15%	10%	8%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	73%	64%	71%	75%	*	*	-	75%	38%	83%	76%	66%	66%	60%
	2018	74%	75%	71%	42%	70%	75%	*	100%	-	59%	37%	40%	69%	74%	65%	66%

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At Meets Grade Level or Above	2019	49%	50%	40%	39%	30%	48%	*	*	-	30%	25%	33%	43%	35%	30%	20%
	2018	48%	49%	43%	16%	40%	48%	*	71%	-	41%	26%	30%	41%	46%	35%	38%
At Masters Grade Level	2019	29%	31%	23%	21%	13%	30%	*	*	-	10%	15%	8%	23%	22%	16%	9%
	2018	29%	30%	21%	8%	17%	25%	*	29%	-	29%	13%	0%	19%	26%	15%	11%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	73%	69%	63%	68%	72%	*	*	-	73%	38%	90%	71%	66%	65%	64%
	2018	72%	71%	67%	52%	67%	70%	*	*	-	63%	31%	44%	68%	66%	65%	69%
At Meets Grade Level or Above	2019	43%	39%	27%	22%	23%	31%	*	*	-	33%	21%	60%	29%	25%	22%	22%
	2018	40%	37%	30%	28%	30%	31%	*	*	-	19%	21%	11%	28%	33%	27%	32%
At Masters Grade Level	2019	17%	12%	4%	7%	4%	5%	*	*	-	0%	11%	10%	4%	5%	3%	2%
	2018	18%	15%	7%	3%	4%	8%	*	*	-	13%	5%	0%	5%	10%	6%	5%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	70%	64%	56%	60%	67%	*	*	-	65%	27%	67%	67%	57%	57%	47%
	2018	69%	71%	66%	45%	66%	68%	*	86%	-	53%	26%	27%	66%	65%	60%	58%
At Meets Grade Level or Above	2019	42%	41%	32%	26%	24%	37%	*	*	-	30%	20%	0%	36%	23%	25%	14%
	2018	43%	45%	37%	18%	31%	43%	*	57%	-	29%	21%	9%	37%	35%	31%	26%
At Masters Grade Level	2019	18%	17%	12%	9%	8%	16%	*	*	-	0%	12%	0%	13%	11%	8%	3%
	2018	15%	16%	9%	3%	7%	11%	*	14%	-	18%	5%	0%	9%	9%	6%	3%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	85%	61%	89%	86%	-	100%	-	65%	45%	63%	85%	84%	82%	86%
	2018	86%	86%	83%	72%	82%	86%	*	*	-	63%	40%	71%	84%	80%	80%	76%
At Meets Grade Level or Above	2019	55%	57%	53%	39%	49%	59%	-	71%	-	47%	25%	25%	53%	54%	44%	33%
	2018	49%	51%	41%	21%	36%	47%	*	*	-	31%	19%	14%	44%	35%	34%	27%
At Masters Grade Level	2019	28%	30%	25%	13%	20%	30%	-	71%	-	29%	5%	13%	26%	24%	19%	6%
	2018	27%	28%	21%	3%	16%	28%	*	*	-	13%	9%	14%	23%	17%	15%	11%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	89%	87%	66%	90%	90%	*	*	-	71%	54%	78%	89%	84%	84%	89%
	2018	86%	86%	85%	79%	85%	87%	*	100%	-	60%	38%	86%	86%	82%	80%	81%
At Meets Grade Level or Above	2019	57%	62%	56%	40%	49%	64%	*	*	-	38%	27%	33%	57%	53%	50%	40%
	2018	51%	56%	49%	40%	46%	55%	*	80%	-	20%	27%	57%	50%	48%	42%	43%
At Masters Grade Level	2019	17%	23%	15%	11%	10%	19%	*	*	-	5%	2%	0%	12%	20%	9%	5%
	2018	15%	21%	16%	2%	14%	19%	*	60%	-	0%	7%	14%	17%	14%	10%	11%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	83%	80%	63%	78%	85%	-	100%	-	65%	55%	75%	79%	82%	76%	70%
	2018	76%	77%	74%	62%	69%	80%	*	*	-	50%	36%	71%	74%	75%	69%	59%
At Meets Grade Level or Above	2019	51%	55%	48%	24%	41%	57%	-	71%	-	35%	33%	38%	49%	48%	39%	25%
	2018	52%	54%	47%	21%	38%	56%	*	*	-	25%	20%	43%	50%	38%	38%	26%
At Masters Grade Level	2019	25%	29%	22%	13%	17%	27%	-	43%	-	18%	10%	13%	22%	24%	15%	9%
	2018	28%	31%	22%	3%	13%	31%	*	*	-	13%	9%	14%	23%	19%	15%	10%

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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	70%	50%	70%	73%	-	100%	-	53%	30%	50%	71%	67%	65%	62%
	2018	65%	67%	67%	51%	61%	73%	*	*	-	56%	32%	43%	69%	62%	63%	53%
At Meets Grade Level or Above	2019	37%	39%	35%	24%	29%	41%	-	86%	-	24%	20%	13%	36%	34%	26%	18%
	2018	36%	38%	29%	16%	24%	34%	*	*	-	31%	16%	14%	29%	29%	24%	16%
At Masters Grade Level	2019	21%	23%	15%	11%	11%	17%	-	43%	-	18%	10%	13%	15%	14%	10%	4%
	2018	21%	23%	14%	3%	10%	17%	*	*	-	13%	9%	14%	14%	13%	10%	7%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	69%	65%	58%	59%	71%	*	*	-	67%	22%	60%	67%	62%	61%	45%
	2018	65%	66%	62%	59%	55%	66%	*	-	*	76%	22%	*	64%	56%	56%	46%
At Meets Grade Level or Above	2019	50%	51%	44%	30%	36%	52%	*	*	-	52%	11%	60%	46%	42%	39%	21%
	2018	44%	45%	36%	22%	26%	46%	*	-	*	31%	10%	*	39%	26%	26%	15%
At Masters Grade Level	2019	11%	12%	6%	0%	3%	9%	*	*	-	0%	1%	0%	6%	6%	3%	0%
	2018	7%	8%	5%	3%	4%	6%	*	-	*	7%	3%	*	6%	4%	3%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	70%	67%	54%	60%	75%	*	-	*	71%	29%	*	70%	58%	63%	45%
	2018	67%	69%	70%	69%	60%	78%	*	*	-	72%	41%	*	71%	64%	64%	45%
At Meets Grade Level or Above	2019	49%	51%	45%	34%	37%	54%	*	-	*	50%	17%	*	48%	38%	39%	20%
	2018	48%	50%	48%	43%	35%	59%	*	*	-	56%	34%	*	49%	46%	40%	17%
At Masters Grade Level	2019	8%	8%	6%	8%	5%	8%	*	-	*	4%	10%	*	7%	5%	5%	1%
	2018	8%	9%	7%	14%	3%	10%	*	*	-	0%	17%	*	7%	7%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	82%	79%	70%	84%	77%	*	100%	-	65%	41%	*	82%	72%	77%	75%
	2018	83%	82%	78%	69%	73%	83%	*	*	-	82%	33%	*	82%	69%	73%	69%
At Meets Grade Level or Above	2019	61%	57%	46%	32%	45%	49%	*	83%	-	24%	12%	*	49%	39%	39%	35%
	2018	55%	53%	49%	33%	42%	57%	*	*	-	35%	13%	*	54%	37%	41%	40%
At Masters Grade Level	2019	37%	37%	25%	5%	22%	29%	*	83%	-	12%	3%	*	27%	20%	17%	15%
	2018	32%	33%	27%	17%	21%	34%	*	*	-	12%	2%	*	30%	21%	18%	18%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	89%	90%	84%	88%	92%	*	*	-	88%	60%	*	92%	84%	87%	77%
	2018	87%	87%	85%	80%	82%	88%	*	-	*	95%	51%	*	88%	79%	81%	74%
At Meets Grade Level or Above	2019	62%	65%	61%	47%	57%	67%	*	*	-	44%	22%	*	64%	55%	57%	40%
	2018	59%	62%	58%	48%	48%	67%	*	-	*	55%	22%	*	61%	49%	49%	36%
At Masters Grade Level	2019	25%	27%	20%	5%	13%	26%	*	*	-	31%	5%	*	21%	19%	14%	3%
	2018	24%	26%	18%	18%	14%	23%	*	-	*	9%	10%	*	19%	17%	13%	4%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	93%	87%	88%	97%	*	*	-	100%	69%	*	94%	90%	89%	75%
	2018	92%	92%	92%	87%	85%	98%	*	89%	-	88%	65%	-	94%	85%	88%	75%
At Meets Grade Level or Above	2019	73%	78%	70%	54%	58%	84%	*	*	-	64%	38%	*	73%	61%	62%	28%
	2018	70%	74%	69%	56%	60%	78%	*	89%	-	71%	35%	-	71%	66%	62%	45%

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At Masters Grade Level	2019	45%	51%	41%	21%	32%	52%	*	*	-	45%	15%	*	42%	38%	33%	7%
	2018	40%	46%	36%	13%	29%	44%	*	56%	-	35%	4%	-	38%	32%	27%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	76%	63%	73%	80%	64%	93%	*	78%	40%	68%	78%	73%	71%	67%
	2018	77%	77%	75%	65%	71%	80%	75%	93%	100%	73%	41%	65%	77%	72%	70%	65%
At Meets Grade Level or Above	2019	50%	51%	45%	29%	39%	52%	36%	72%	*	44%	23%	37%	47%	41%	38%	30%
	2018	48%	49%	45%	28%	37%	52%	44%	72%	100%	39%	24%	32%	46%	41%	37%	30%
At Masters Grade Level	2019	24%	25%	19%	9%	15%	24%	14%	58%	*	17%	7%	14%	20%	18%	14%	10%
	2018	22%	23%	18%	8%	14%	23%	17%	37%	40%	13%	8%	11%	19%	16%	13%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	72%	58%	68%	76%	71%	95%	*	76%	33%	65%	73%	69%	67%	61%
	2018	74%	75%	72%	64%	66%	77%	69%	100%	*	72%	38%	63%	73%	70%	66%	59%
At Meets Grade Level or Above	2019	48%	49%	43%	27%	35%	50%	41%	73%	*	47%	20%	34%	44%	41%	35%	25%
	2018	46%	47%	41%	25%	33%	50%	44%	68%	*	40%	24%	30%	43%	39%	33%	24%
At Masters Grade Level	2019	21%	22%	17%	8%	12%	21%	12%	64%	*	17%	6%	10%	17%	17%	12%	7%
	2018	19%	21%	16%	8%	12%	21%	13%	28%	*	13%	9%	12%	17%	16%	12%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	81%	69%	82%	83%	53%	89%	*	82%	46%	76%	83%	77%	78%	79%
	2018	81%	81%	81%	72%	78%	84%	80%	95%	*	80%	43%	75%	83%	77%	76%	77%
At Meets Grade Level or Above	2019	52%	53%	49%	33%	44%	54%	27%	79%	*	43%	24%	47%	51%	44%	41%	41%
	2018	50%	51%	49%	33%	43%	56%	53%	86%	*	37%	25%	41%	51%	45%	42%	41%
At Masters Grade Level	2019	26%	28%	23%	11%	20%	27%	13%	68%	*	18%	7%	21%	24%	21%	17%	17%
	2018	24%	26%	21%	11%	16%	26%	27%	57%	*	14%	7%	14%	22%	18%	15%	14%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	68%	64%	55%	58%	68%	*	*	-	77%	27%	52%	65%	60%	57%	50%
	2018	66%	66%	65%	51%	62%	69%	*	92%	-	55%	29%	52%	66%	62%	58%	57%
At Meets Grade Level or Above	2019	38%	38%	31%	19%	24%	37%	*	*	-	42%	19%	10%	34%	24%	24%	19%
	2018	41%	41%	38%	21%	32%	45%	*	54%	-	26%	23%	13%	38%	37%	31%	26%
At Masters Grade Level	2019	14%	14%	10%	5%	7%	15%	*	*	-	5%	8%	0%	12%	8%	7%	3%
	2018	13%	13%	8%	3%	6%	11%	*	15%	-	10%	8%	4%	9%	8%	5%	4%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	81%	67%	76%	86%	67%	100%	-	76%	51%	76%	82%	79%	77%	66%
	2018	80%	81%	77%	61%	72%	83%	73%	80%	*	74%	47%	69%	78%	75%	71%	63%
At Meets Grade Level or Above	2019	54%	57%	51%	30%	43%	60%	17%	81%	-	39%	27%	52%	53%	48%	44%	30%
	2018	51%	53%	46%	26%	37%	55%	36%	80%	*	40%	23%	38%	49%	39%	38%	27%
At Masters Grade Level	2019	25%	28%	20%	7%	14%	25%	17%	63%	-	18%	8%	19%	20%	20%	13%	8%
	2018	23%	25%	18%	8%	12%	23%	9%	20%	*	9%	9%	6%	18%	17%	12%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	81%	69%	79%	84%	*	100%	-	71%	49%	64%	82%	77%	76%	67%
	2018	78%	80%	79%	70%	73%	84%	*	83%	-	73%	44%	43%	81%	73%	74%	63%

District Name: WILLIS ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

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												Two or	Special	Special	Continu-	Non-	EL
		State	Region	District	African	Hispanic	White	American	Asian	Pacific	More	Ed	Ed	ously	Continu-	Econ	(Current
			06		American			Indian		Islander	Races	(Current)	(Former)	Enrolled	ously	Disadv	& Monitored)
At Meets Grade Level or Above	2019	55%	58%	52%	39%	43%	60%	*	67%	-	39%	29%	27%	54%	45%	43%	22%
	2018	53%	56%	48%	37%	42%	53%	*	75%	-	52%	23%	14%	49%	46%	41%	30%
At Masters Grade Level	2019	33%	37%	27%	16%	21%	33%	*	33%	-	29%	13%	27%	28%	24%	21%	6%
	2018	31%	34%	24%	8%	20%	29%	*	50%	-	24%	7%	14%	25%	22%	17%	11%

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Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Progress

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		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	62	59	49	59	61	-	*	-	59	50	65	61	56	59	59
	2018	63	64	67	55	65	69	*	83	-	83	79	77	69	64	66	64
Grade 4 Mathematics	2019	65	68	71	70	72	69	-	*	-	77	55	56	71	70	70	72
	2018	65	66	70	67	69	70	*	100	-	83	78	50	71	68	69	69
Grade 5 ELA/Reading	2019	81	78	80	85	81	81	*	80	-	61	84	67	80	81	78	80
	2018	80	76	79	81	81	79	80	*	*	50	67	79	81	74	80	83
Grade 5 Mathematics	2019	83	79	87	91	83	90	*	100	-	68	84	67	85	90	85	78
	2018	81	78	80	77	79	81	70	*	*	94	83	86	78	85	81	77
Grade 6 ELA/Reading	2019	42	45	34	22	31	37	30	*	*	38	29	56	32	36	33	27
	2018	47	47	38	45	36	41	*	*	-	21	36	36	38	38	37	32
Grade 6 Mathematics	2019	54	61	43	44	37	48	20	*	*	38	35	38	43	43	38	33
	2018	56	61	55	68	45	59	*	*	-	55	48	44	52	60	51	40
Grade 7 ELA/Reading	2019	77	77	75	70	75	74	*	*	-	84	66	67	75	73	73	73
	2018	76	73	70	57	75	68	*	79	-	74	58	40	69	71	68	76
Grade 7 Mathematics	2019	62	59	56	50	58	55	-	*	-	61	49	75	56	57	54	56
	2018	67	65	61	57	59	63	*	*	-	63	59	39	63	57	61	67
Grade 8 ELA/Reading	2019	77	78	77	77	80	76	-	93	-	69	72	69	78	76	76	74
	2018	79	79	84	88	83	85	*	*	-	90	78	100	84	85	85	84
Grade 8 Mathematics	2019	82	82	75	74	78	74	*	*	-	68	66	78	73	81	75	83
	2018	81	80	78	70	78	78	*	90	-	93	67	100	77	81	76	77
End of Course English II	2019	69	69	70	70	70	71	*	-	*	68	71	*	69	72	71	67
	2018	67	67	70	62	67	73	*	*	-	70	62	*	70	71	65	55
End of Course Algebra I	2019	75	71	62	51	65	63	*	92	-	54	31	*	64	57	58	57
	2018	72	69	70	61	69	71	*	*	-	64	31	*	72	63	66	65
All Grades Both Subjects	2019	69	69	66	61	66	67	43	86	*	64	57	65	66	66	64	63
	2018	69	69	69	67	67	70	74	81	*	68	62	63	69	68	67	66
All Grades ELA/Reading	2019	68	68	66	60	66	67	55	81	*	64	60	66	66	65	65	62
	2018	69	68	68	66	68	69	71	74	*	64	63	66	69	67	67	66
All Grades Mathematics	2019	70	70	66	62	66	67	33	91	*	63	53	63	66	67	64	63
	2018	70	70	69	68	67	71	77	89	*	73	61	59	69	70	68	66

District Name: WILLIS ISD
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Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Prior Year and Student Success Initiative

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	38%	39%	28%	43%	37%	*	*	-	37%	15%	37%	37%
	2018	38%	37%	37%	31%	35%	41%	*	-	-	*	14%	34%	30%
Mathematics	2019	45%	43%	48%	42%	49%	48%	*	*	-	44%	23%	45%	42%
	2018	47%	44%	48%	50%	48%	48%	*	*	-	48%	22%	46%	48%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	76%	58%	71%	82%	*	100%	-	75%	24%	70%	54%
Students Requiring Accelerated Instruction														
	2019	22%	23%	24%	42%	29%	18%	100%	0%	-	25%	76%	30%	46%
STAAR Cumulative Met Standard														
	2019	86%	85%	84%	73%	79%	89%	*	100%	-	94%	37%	81%	66%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	10%	2%	0%	3%	3%	-	-	-	*	0%	2%	4%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	82%	87%	73%	81%	92%	*	100%	-	94%	47%	84%	74%
Students Requiring Accelerated Instruction														
	2019	17%	18%	13%	27%	19%	8%	50%	0%	-	6%	53%	16%	26%
STAAR Cumulative Met Standard														
	2019	90%	88%	93%	88%	91%	95%	*	100%	-	100%	58%	93%	87%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	98%	100%	*	100%	100%	*	-	-	*	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	27%	9%	*	7%	13%	*	-	-	*	0%	7%	11%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	79%	76%	53%	78%	79%	-	71%	-	53%	21%	72%	56%
Students Requiring Accelerated Instruction														
	2019	22%	21%	24%	47%	22%	21%	-	29%	-	47%	79%	28%	44%
STAAR Cumulative Met Standard														
	2019	85%	86%	84%	61%	89%	85%	-	100%	-	60%	33%	81%	77%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	13%	13%	12%	25%	7%	12%	-	-	-	*	0%	13%	5%
Grade 8 Mathematics														

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Texas Education Agency
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2019-20 District Prior Year and Student Success Initiative

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		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	84%	83%	63%	83%	86%	*	*	-	74%	41%	80%	74%
Students Requiring Accelerated Instruction	2019	18%	16%	17%	37%	17%	14%	*	*	-	26%	59%	20%	26%
STAAR Cumulative Met Standard	2019	88%	89%	88%	66%	90%	90%	*	*	-	74%	47%	83%	81%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	99%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	50%	40%	43%	38%	48%	38%	-	-	-	*	35%	50%	33%

District Name: WILLIS ISD
 County Name: MONTGOMERY
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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	76%	63%	-	-	-	63%	56%	56%	57%	54%	59%	59%
	2018	77%	77%	75%	66%	-	-	-	66%	52%	52%	21%	48%	57%	56%
At Meets Grade Level or Above	2019	50%	51%	45%	26%	-	-	-	26%	19%	19%	18%	15%	22%	21%
	2018	48%	49%	45%	28%	-	-	-	28%	17%	17%	0%	13%	21%	21%
At Masters Grade Level	2019	24%	25%	19%	10%	-	-	-	10%	4%	3%	5%	3%	6%	6%
	2018	22%	23%	18%	8%	-	-	-	8%	4%	4%	0%	3%	5%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	72%	61%	-	-	-	61%	47%	44%	53%	61%	52%	52%
	2018	74%	75%	72%	61%	-	-	-	61%	42%	44%	19%	44%	49%	49%
At Meets Grade Level or Above	2019	48%	49%	43%	19%	-	-	-	19%	14%	14%	14%	15%	16%	16%
	2018	46%	47%	41%	23%	-	-	-	23%	11%	12%	0%	8%	16%	15%
At Masters Grade Level	2019	21%	22%	17%	7%	-	-	-	7%	3%	1%	5%	0%	4%	4%
	2018	19%	21%	16%	7%	-	-	-	7%	2%	3%	0%	6%	4%	4%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	81%	80%	-	-	-	80%	70%	72%	69%	63%	74%	74%
	2018	81%	81%	81%	78%	-	-	-	78%	67%	67%	*	66%	72%	71%
At Meets Grade Level or Above	2019	52%	53%	49%	45%	-	-	-	45%	27%	29%	26%	22%	35%	34%
	2018	50%	51%	49%	39%	-	-	-	39%	25%	26%	*	21%	31%	31%
At Masters Grade Level	2019	26%	28%	23%	19%	-	-	-	19%	7%	8%	7%	9%	13%	12%
	2018	24%	26%	21%	11%	-	-	-	11%	7%	7%	*	3%	9%	8%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	68%	64%	41%	-	-	-	41%	39%	42%	38%	55%	40%	41%
	2018	66%	66%	65%	55%	-	-	-	55%	32%	32%	-	36%	44%	43%
At Meets Grade Level or Above	2019	38%	38%	31%	5%	-	-	-	5%	13%	15%	13%	18%	9%	10%
	2018	41%	41%	38%	27%	-	-	-	27%	7%	7%	-	0%	17%	16%
At Masters Grade Level	2019	14%	14%	10%	0%	-	-	-	0%	1%	3%	0%	0%	1%	1%
	2018	13%	13%	8%	3%	-	-	-	3%	0%	0%	-	0%	1%	1%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	81%	42%	-	-	-	42%	66%	69%	60%	21%	59%	56%
	2018	80%	81%	77%	48%	-	-	-	48%	54%	55%	*	25%	53%	52%
At Meets Grade Level or Above	2019	54%	57%	51%	15%	-	-	-	15%	24%	26%	20%	0%	21%	20%
	2018	51%	53%	46%	9%	-	-	-	9%	17%	17%	*	13%	15%	15%
At Masters Grade Level	2019	25%	28%	20%	3%	-	-	-	3%	4%	2%	7%	0%	4%	3%
	2018	23%	25%	18%	2%	-	-	-	2%	2%	2%	*	0%	2%	2%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	81%	-	-	-	-	-	57%	63%	47%	50%	57%	57%
	2018	78%	80%	79%	-	-	-	-	-	51%	52%	20%	43%	51%	50%
At Meets Grade Level or Above	2019	55%	58%	52%	-	-	-	-	-	12%	15%	6%	0%	12%	11%
	2018	53%	56%	48%	-	-	-	-	-	19%	20%	0%	29%	19%	20%
At Masters Grade Level	2019	33%	37%	27%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
	2018	31%	34%	24%	-	-	-	-	-	6%	7%	0%	0%	6%	6%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	66%	72%	-	-	-	72%	59%	62%	56%	54%	63%	63%
	2018	69%	69%	69%	70%	-	-	-	70%	62%	62%	-	59%	65%	64%
All Grades ELA/Reading	2019	68%	68%	66%	67%	-	-	-	67%	60%	64%	56%	64%	62%	62%
	2018	69%	68%	68%	71%	-	-	-	71%	64%	64%	-	59%	67%	66%
All Grades Mathematics	2019	70%	70%	66%	75%	-	-	-	75%	58%	61%	56%	44%	64%	63%

District Name: WILLIS ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	70%	69%	68%	-	-	-	68%	60%	60%	-	60%	63%	63%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	38%	39%	35%	-	-	-	35%	36%	39%	35%	50%	36%	37%
	2018	38%	37%	37%	39%	-	-	-	39%	28%	28%	-	*	32%	30%
Mathematics	2019	45%	43%	48%	44%	-	-	-	44%	40%	28%	44%	50%	41%	42%
	2018	47%	44%	48%	48%	-	-	-	48%	49%	49%	-	*	49%	48%

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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Participation

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	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	99%	100%	100%	100%	100%	*	100%	100%	99%	100%
Included in Accountability	94%	94%	94%	93%	94%	94%	79%	93%	*	96%	92%	93%	94%
Not Included in Accountability													
Mobile	4%	4%	5%	6%	4%	5%	21%	3%	*	3%	7%	5%	3%
Other Exclusions	1%	1%	1%	0%	1%	0%	0%	4%	*	0%	1%	1%	3%
Not Tested	1%	1%	0%	1%	0%	0%	0%	0%	*	0%	0%	1%	0%
Absent	1%	1%	0%	1%	0%	0%	0%	0%	*	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	99%	100%	100%	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	94%	94%	93%	88%	94%	93%	94%	96%	100%	96%	88%	93%	94%
Not Included in Accountability													
Mobile	4%	4%	6%	12%	5%	6%	6%	0%	0%	4%	11%	6%	3%
Other Exclusions	1%	1%	0%	0%	1%	0%	0%	4%	0%	0%	1%	1%	3%
Not Tested	1%	1%	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Absent	1%	1%	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: WILLIS ISD

County Name: MONTGOMERY

District Number: 170904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.9%	95.3%	94.9%	95.7%	95.1%	96.2%	97.7%	*	94.5%	94.4%	95.1%	96.0%
2017-18	95.4%	95.8%	95.0%	94.6%	95.5%	94.8%	95.1%	97.7%	*	94.2%	93.7%	94.7%	96.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.2%	0.1%	0.0%	0.0%	0.1%	*	0.0%	-	0.0%	0.8%	0.1%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.3%	1.8%	1.6%	2.2%	1.7%	0.0%	0.0%	*	1.4%	2.1%	2.5%	3.1%
2017-18	1.9%	1.6%	2.9%	2.8%	3.9%	2.3%	0.0%	0.0%	*	2.8%	2.1%	3.2%	6.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	91.4%	91.6%	91.9%	91.5%	90.8%	*	100.0%	-	100.0%	80.0%	88.5%	81.8%
Received TxCHSE	0.5%	0.9%	0.8%	0.0%	0.0%	1.6%	*	0.0%	-	0.0%	0.0%	0.4%	0.0%
Continued HS	3.7%	2.8%	0.2%	0.0%	0.6%	0.0%	*	0.0%	-	0.0%	0.0%	0.4%	2.3%
Dropped Out	5.9%	4.9%	7.3%	8.1%	7.9%	7.6%	*	0.0%	-	0.0%	20.0%	10.7%	15.9%
Graduates and TxCHSE	90.4%	92.3%	92.5%	91.9%	91.5%	92.4%	*	100.0%	-	100.0%	80.0%	88.9%	81.8%
Graduates, TxCHSE, and Continuers	94.1%	95.1%	92.7%	91.9%	92.1%	92.4%	*	100.0%	-	100.0%	80.0%	89.3%	84.1%
Class of 2018													
Graduated	90.0%	91.5%	86.4%	83.3%	81.6%	89.3%	*	*	*	81.8%	81.8%	82.8%	66.7%
Received TxCHSE	0.4%	0.9%	0.4%	2.8%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	3.8%	2.8%	4.0%	5.6%	6.8%	2.6%	*	*	*	0.0%	3.0%	5.0%	9.5%
Dropped Out	5.7%	4.7%	9.1%	8.3%	11.6%	7.8%	*	*	*	18.2%	15.2%	11.8%	23.8%
Graduates and TxCHSE	90.4%	92.4%	86.8%	86.1%	81.6%	89.6%	*	*	*	81.8%	81.8%	83.3%	66.7%
Graduates, TxCHSE, and Continuers	94.3%	95.3%	90.9%	91.7%	88.4%	92.2%	*	*	*	81.8%	84.8%	88.2%	76.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	93.5%	89.7%	86.5%	88.1%	91.1%	*	*	*	81.8%	82.4%	87.2%	77.8%
Received TxCHSE	0.6%	1.1%	0.9%	2.7%	0.0%	1.1%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	1.1%	0.6%	0.4%	0.0%	0.7%	0.4%	*	*	*	0.0%	2.9%	0.5%	0.0%
Dropped Out	6.1%	4.8%	9.0%	10.8%	11.2%	7.4%	*	*	*	18.2%	14.7%	11.9%	22.2%
Graduates and TxCHSE	92.8%	94.6%	90.6%	89.2%	88.1%	92.2%	*	*	*	81.8%	82.4%	87.7%	77.8%
Graduates, TxCHSE, and Continuers	93.9%	95.2%	91.0%	89.2%	88.8%	92.6%	*	*	*	81.8%	85.3%	88.1%	77.8%
Class of 2017													
Graduated	92.0%	93.3%	92.0%	93.0%	87.0%	94.5%	*	100.0%	-	87.5%	84.4%	87.3%	77.4%
Received TxCHSE	0.6%	1.3%	1.3%	0.0%	2.2%	0.8%	*	0.0%	-	6.3%	0.0%	1.6%	0.0%
Continued HS	1.1%	0.6%	0.2%	0.0%	0.7%	0.0%	*	0.0%	-	0.0%	0.0%	0.4%	3.2%
Dropped Out	6.3%	4.8%	6.5%	7.0%	10.1%	4.7%	*	0.0%	-	6.3%	15.6%	10.6%	19.4%
Graduates and TxCHSE	92.6%	94.6%	93.3%	93.0%	89.1%	95.3%	*	100.0%	-	93.8%	84.4%	89.0%	77.4%
Graduates, TxCHSE, and Continuers	93.7%	95.2%	93.5%	93.0%	89.9%	95.3%	*	100.0%	-	93.8%	84.4%	89.4%	80.6%
6-Year Extended Longitudinal Rate (Gr 9-12)													

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	93.6%	92.0%	93.0%	87.6%	94.2%	*	100.0%	-	87.5%	84.4%	87.3%	80.0%
Received TxCHSE	0.7%	1.4%	1.3%	0.0%	2.2%	0.8%	*	0.0%	-	6.3%	0.0%	1.6%	0.0%
Continued HS	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.7%	6.7%	7.0%	10.2%	5.1%	*	0.0%	-	6.3%	15.6%	11.0%	20.0%
Graduates and TxCHSE	93.2%	95.0%	93.3%	93.0%	89.8%	94.9%	*	100.0%	-	93.8%	84.4%	89.0%	80.0%
Graduates, TxCHSE, and Continuers	93.7%	95.3%	93.3%	93.0%	89.8%	94.9%	*	100.0%	-	93.8%	84.4%	89.0%	80.0%
Class of 2016													
Graduated	92.1%	92.6%	93.9%	91.4%	93.0%	94.3%	*	*	*	100.0%	96.7%	89.6%	81.5%
Received TxCHSE	0.8%	1.7%	1.1%	0.0%	1.6%	1.1%	*	*	*	0.0%	0.0%	0.9%	0.0%
Continued HS	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.5%	5.0%	8.6%	5.5%	4.5%	*	*	*	0.0%	3.3%	9.4%	18.5%
Graduates and TxCHSE	92.9%	94.3%	95.0%	91.4%	94.5%	95.5%	*	*	*	100.0%	96.7%	90.6%	81.5%
Graduates, TxCHSE, and Continuers	93.4%	94.5%	95.0%	91.4%	94.5%	95.5%	*	*	*	100.0%	96.7%	90.6%	81.5%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.4%	85.7%	87.5%	83.9%	86.4%	*	100.0%	-	83.3%	74.1%	82.4%	70.6%
Class of 2018	90.0%	91.5%	85.5%	81.1%	79.5%	89.3%	*	*	*	81.8%	79.4%	82.1%	66.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	30.0%	*	-	*	-	-	-	-	-	-	*	-
Class of 2018	68.5%	49.4%	*	-	-	-	-	-	-	*	-	*	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	3.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Class of 2018	5.0%	3.8%	2.0%	0.0%	1.7%	2.5%	*	*	*	0.0%	14.8%	1.1%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	86.4%	91.8%	81.3%	93.2%	93.3%	*	87.5%	-	80.0%	9.1%	92.3%	88.6%
Class of 2018	82.0%	86.7%	87.4%	93.3%	88.3%	86.3%	*	*	*	87.5%	0.0%	85.7%	78.6%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	89.8%	91.6%	81.3%	92.6%	93.3%	*	87.5%	-	80.0%	9.1%	91.9%	88.6%
Class of 2018	86.8%	90.3%	89.2%	93.3%	90.0%	88.8%	*	*	*	77.8%	14.8%	86.3%	78.6%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	10.9%	*	*	-	-	-	-	-	-	-	*	-
2017-18	37.7%	18.9%	37.5%	*	*	*	-	-	-	*	-	*	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	3.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	4.9%	3.9%	1.7%	0.0%	1.6%	2.0%	*	*	*	0.0%	14.8%	1.1%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	85.2%	88.9%	79.4%	87.9%	91.6%	*	85.7%	-	80.0%	7.7%	88.4%	86.5%
2017-18	81.5%	86.3%	87.2%	93.3%	86.3%	86.9%	*	*	*	87.5%	0.0%	84.8%	75.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: WILLIS ISD

County Name: MONTGOMERY

District Number: 170904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	88.3%	88.7%	77.1%	87.9%	91.6%	*	85.7%	-	80.0%	7.7%	88.0%	86.5%
2017-18	85.1%	88.8%	87.9%	90.3%	86.7%	88.7%	*	*	*	77.8%	14.8%	85.1%	75.0%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Graduation Profile

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	450	100.0%	355,615	100.0%
By Ethnicity:				
African American	37	8.2%	43,953	12.4%
Hispanic	159	35.3%	180,673	50.8%
White	231	51.3%	105,577	29.7%
American Indian	1	0.2%	1,293	0.4%
Asian	7	1.6%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	15	3.3%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	1	0.2%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	58	12.9%	51,579	14.5%
Foundation H.S. Program (Endorsement)	0	0.0%	15,160	4.3%
Foundation H.S. Program (DLA)	391	86.9%	285,538	80.3%
Special Education Graduates	22	4.9%	27,598	7.8%
Economically Disadvantaged Graduates	222	49.3%	186,364	52.4%
LEP Graduates	38	8.4%	25,189	7.1%
At-Risk Graduates	169	37.6%	146,432	41.2%

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: WILLIS ISD

County Name: MONTGOMERY

District Number: 170904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	73.6%	64.8%	50.0%	60.1%	69.7%	*	92.9%	-	66.7%	59.1%	59.9%	36.8%
2017-18	65.5%	66.4%	64.0%	50.0%	56.6%	70.4%	*	*	*	38.9%	100.0%	58.3%	34.4%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	51.7%	42.2%	21.6%	35.8%	50.2%	*	57.1%	-	33.3%	0.0%	35.1%	0.0%
2017-18	50.0%	50.3%	34.4%	19.4%	26.6%	40.9%	*	*	*	11.1%	0.0%	26.5%	12.5%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	63.3%	54.4%	43.2%	44.7%	62.8%	*	57.1%	-	53.3%	0.0%	47.3%	5.3%
2017-18	58.2%	61.9%	51.2%	45.2%	38.3%	58.7%	*	*	*	44.4%	3.7%	43.6%	6.3%
Mathematics													
2018-19	48.6%	49.1%	38.4%	21.6%	33.3%	43.7%	*	71.4%	-	40.0%	0.0%	33.8%	5.3%
2017-18	46.0%	47.9%	29.9%	19.4%	21.9%	35.2%	*	*	*	11.1%	0.0%	22.1%	0.0%
Both Subjects													
2018-19	44.2%	47.0%	37.3%	21.6%	31.4%	43.7%	*	57.1%	-	33.3%	0.0%	32.0%	0.0%
2017-18	42.1%	45.5%	28.4%	16.1%	20.3%	34.4%	*	*	*	11.1%	0.0%	21.0%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.8%	26.9%	10.8%	18.9%	34.6%	*	57.1%	-	20.0%	0.0%	16.2%	0.0%
2017-18	20.7%	21.2%	17.3%	6.5%	10.9%	22.3%	*	*	*	0.0%	0.0%	11.0%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	20.3%	10.2%	0.0%	8.2%	12.6%	*	42.9%	-	6.7%	0.0%	6.8%	0.0%
2017-18	20.4%	19.4%	9.5%	6.5%	10.2%	9.7%	*	*	*	0.0%	0.0%	9.9%	12.5%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	0.8%	0.2%	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	39.0%	38.8%	41.9%	37.7%	37.2%	*	71.4%	-	53.3%	59.1%	39.0%	36.8%
2017-18	28.7%	27.1%	41.6%	33.9%	39.1%	44.5%	*	*	*	33.3%	100.0%	41.7%	25.0%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	12.1%	14.0%	13.5%	13.2%	13.4%	*	28.6%	-	26.7%	9.1%	15.3%	13.2%
2017-18	4.8%	6.2%	9.0%	3.2%	8.6%	10.5%	*	*	*	0.0%	3.7%	8.8%	12.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: WILLIS ISD

County Name: MONTGOMERY

District Number: 170904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.1%	2.2%	8.1%	1.3%	1.7%	*	14.3%	-	0.0%	45.5%	1.8%	5.3%
2017-18	1.7%	2.3%	6.2%	3.2%	4.7%	7.3%	*	*	*	0.0%	96.3%	6.6%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	53.0%	55.6%	48.6%	54.1%	55.8%	*	85.7%	-	73.3%	50.0%	53.2%	47.4%
2017-18	38.7%	36.0%	58.8%	58.1%	54.7%	62.3%	*	*	*	44.4%	51.9%	56.4%	31.3%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.7%	2.7%	2.7%	2.5%	2.2%	*	14.3%	-	6.7%	0.0%	2.7%	0.0%
2017-18	4.3%	2.6%	3.3%	0.0%	3.1%	3.6%	*	*	*	11.1%	0.0%	3.9%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.3%	0.2%	0.0%	0.0%	0.4%	*	0.0%	-	0.0%	4.5%	0.0%	0.0%
2017-18	2.6%	2.4%	0.9%	0.0%	1.6%	0.8%	*	*	*	0.0%	14.8%	0.6%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	35.8%	44.2%	29.7%	37.7%	51.5%	*	42.9%	-	40.0%	0.0%	38.3%	5.3%
2017-18	32.1%	34.9%	36.5%	32.3%	28.9%	42.5%	*	*	*	0.0%	3.7%	29.8%	0.0%
Mathematics													
2018-19	24.7%	25.0%	31.1%	16.2%	30.8%	33.3%	*	71.4%	-	20.0%	0.0%	29.3%	5.3%
2017-18	23.7%	23.8%	21.8%	16.1%	17.2%	25.9%	*	*	*	0.0%	0.0%	17.1%	0.0%
Both Subjects													
2018-19	18.8%	20.6%	28.7%	13.5%	27.0%	32.5%	*	42.9%	-	20.0%	0.0%	26.1%	0.0%
2017-18	18.1%	19.7%	17.8%	12.9%	15.6%	20.2%	*	*	*	0.0%	0.0%	14.9%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.7%	56.0%	48.6%	54.7%	56.3%	*	85.7%	-	73.3%	50.0%	53.6%	47.4%
2017-18	58.4%	50.9%	61.8%	61.3%	57.8%	65.6%	*	*	*	44.4%	51.9%	59.1%	43.8%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	9.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	2.0%	6.6%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	7.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	3.9%	5.7%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	4.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.9%	2.8%	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													
2019	25.2%	22.7%	14.1%	7.9%	13.3%	15.7%	*	40.0%	-	6.9%	n/a	9.3%	n/a
2018	25.8%	23.1%	10.3%	9.1%	9.0%	11.4%	*	30.0%	*	3.8%	n/a	9.0%	n/a
English Language Arts													
2019	14.5%	10.7%	10.2%	6.6%	8.8%	11.9%	*	20.0%	-	6.9%	n/a	6.0%	n/a
2018	15.3%	11.1%	6.5%	6.5%	5.1%	7.4%	*	10.0%	*	3.8%	n/a	5.4%	n/a
Mathematics													
2019	7.4%	7.9%	0.3%	0.0%	0.3%	0.4%	*	0.0%	-	0.0%	n/a	0.2%	n/a
2018	7.3%	7.7%	0.8%	0.0%	0.0%	1.3%	*	10.0%	*	0.0%	n/a	0.2%	n/a
Science													
2019	10.4%	10.4%	5.9%	1.3%	4.5%	7.3%	*	40.0%	-	0.0%	n/a	3.9%	n/a
2018	10.8%	10.2%	4.4%	2.6%	2.3%	5.5%	*	30.0%	*	3.8%	n/a	3.8%	n/a
Social Studies													
2019	13.9%	12.1%	4.8%	2.6%	5.1%	4.8%	*	20.0%	-	3.4%	n/a	2.9%	n/a
2018	14.5%	12.5%	4.9%	3.9%	3.9%	5.9%	*	10.0%	*	0.0%	n/a	3.8%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	58.2%	39.6%	50.0%	40.4%	38.7%	-	*	-	*	n/a	37.5%	n/a
2018	50.7%	57.8%	48.5%	28.6%	46.4%	50.0%	-	*	-	*	n/a	55.8%	n/a
English Language Arts													
2019	41.2%	50.6%	27.8%	20.0%	19.4%	31.6%	-	*	-	*	n/a	16.1%	n/a
2018	42.5%	53.2%	33.9%	40.0%	18.8%	35.9%	-	*	-	*	n/a	26.9%	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: WILLIS ISD

County Name: MONTGOMERY

District Number: 170904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	59.4%	*	-	*	*	-	-	-	-	n/a	*	n/a
2018	52.8%	59.5%	12.5%	-	-	14.3%	-	*	-	-	n/a	*	n/a
Science													
2019	40.6%	52.5%	14.3%	*	12.5%	14.3%	-	*	-	-	n/a	10.0%	n/a
2018	38.0%	50.3%	21.4%	*	28.6%	20.7%	-	*	-	*	n/a	33.3%	n/a
Social Studies													
2019	46.3%	58.2%	52.2%	*	22.2%	69.6%	-	*	-	*	n/a	40.0%	n/a
2018	44.6%	55.5%	51.1%	*	33.3%	58.1%	-	*	-	-	n/a	55.6%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	60.1%	51.8%	64.9%	40.9%	56.7%	*	71.4%	-	46.7%	n/a	43.4%	n/a
2017-18	74.6%	61.2%	51.7%	77.4%	40.6%	54.3%	*	*	*	55.6%	n/a	45.0%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	49.2%	35.2%	12.5%	20.0%	45.0%	*	80.0%	-	42.9%	n/a	21.9%	n/a
2017-18	37.9%	51.0%	33.0%	12.5%	32.7%	36.6%	*	*	*	20.0%	n/a	29.1%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1088	1040	926	984	1081	*	1232	-	1070	n/a	984	n/a
2017-18	1036	1097	1028	969	996	1051	*	*	*	974	n/a	998	n/a
English Language Arts and Writing													
2018-19	517	549	535	473	509	556	*	596	-	544	n/a	505	n/a
2017-18	521	553	527	492	505	543	*	*	*	516	n/a	514	n/a
Mathematics													
2018-19	510	540	505	452	475	525	*	636	-	526	n/a	479	n/a
2017-18	515	545	500	477	492	508	*	*	*	458	n/a	483	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	22.2	20.6	16.9	19.4	21.4	-	*	-	*	n/a	18.4	n/a
2017-18	20.6	22.4	20.0	15.7	18.7	21.5	*	-	-	-	n/a	18.4	n/a
English Language Arts													
2018-19	20.3	22.1	20.5	16.8	18.8	21.4	-	*	-	*	n/a	18.3	n/a
2017-18	20.3	22.1	19.6	14.8	18.8	21.1	*	-	-	-	n/a	18.0	n/a
Mathematics													
2018-19	20.4	21.8	19.8	15.8	18.9	20.6	-	*	-	*	n/a	17.7	n/a
2017-18	20.6	22.2	19.4	15.4	17.8	20.9	*	-	-	-	n/a	17.9	n/a
Science													
2018-19	20.8	22.3	21.0	17.1	20.5	21.7	-	*	-	*	n/a	18.9	n/a
2017-18	20.9	22.6	20.8	17.1	18.7	22.4	*	-	-	-	n/a	19.1	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

District Name: WILLIS ISD

County Name: MONTGOMERY

District Number: 170904

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	40.3%	28.5%	18.2%	25.5%	32.2%	11.1%	50.0%	*	23.1%	4.3%	23.2%	9.6%
2017-18	43.4%	40.0%	32.6%	26.1%	26.7%	37.5%	42.9%	66.7%	*	23.3%	4.8%	25.3%	11.4%
English Language Arts													
2018-19	17.8%	13.9%	13.2%	8.1%	9.9%	16.2%	0.0%	42.9%	*	11.3%	0.0%	7.4%	0.5%
2017-18	17.3%	14.2%	13.8%	9.9%	9.9%	17.1%	0.0%	41.7%	*	10.2%	0.0%	9.0%	0.6%
Mathematics													
2018-19	20.4%	19.5%	12.9%	6.8%	11.4%	14.5%	0.0%	38.5%	*	13.3%	0.0%	9.0%	3.0%
2017-18	20.7%	19.7%	13.2%	7.6%	10.4%	16.1%	20.0%	50.0%	*	5.4%	0.8%	8.8%	0.6%
Science													
2018-19	21.7%	21.1%	18.0%	11.9%	15.6%	20.9%	0.0%	46.2%	*	9.8%	0.7%	14.2%	3.6%
2017-18	21.2%	20.8%	19.7%	17.9%	15.4%	22.7%	28.6%	50.0%	*	13.8%	3.9%	15.3%	6.5%
Social Studies													
2018-19	23.6%	19.7%	15.9%	10.8%	11.6%	19.3%	0.0%	42.9%	*	16.9%	0.0%	9.2%	1.0%
2017-18	22.8%	19.8%	11.7%	8.6%	8.9%	14.4%	14.3%	16.7%	*	3.6%	0.0%	7.5%	0.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	49.5%	45.7%	54.8%	35.9%	50.6%	*	*	*	11.1%	18.5%	34.6%	12.5%
2016-17	54.6%	51.6%	48.0%	45.2%	47.4%	47.3%	*	100.0%	-	46.7%	17.9%	38.2%	40.9%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	64.4%	47.3%	23.5%	46.7%	50.4%	*	*	*	*	0.0%	45.3%	*
2016-17	59.2%	64.5%	54.6%	52.6%	39.6%	60.9%	*	50.0%	-	71.4%	20.0%	43.2%	11.1%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	7,813	100.0%	5,479,173	100.0%	7,865	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	43	0.6%	16,848	0.3%	60	0.8%	25,883	0.5%
Pre-Kindergarten	172	2.2%	248,413	4.5%	174	2.2%	249,226	4.5%
Kindergarten	613	7.8%	383,585	7.0%	615	7.8%	384,114	7.0%
Grade 1	542	6.9%	391,175	7.1%	542	6.9%	391,449	7.1%
Grade 2	587	7.5%	388,370	7.1%	587	7.5%	388,675	7.1%
Grade 3	594	7.6%	391,565	7.1%	594	7.6%	391,795	7.1%
Grade 4	634	8.1%	399,883	7.3%	634	8.1%	400,111	7.3%
Grade 5	631	8.1%	417,272	7.6%	632	8.0%	417,444	7.6%
Grade 6	590	7.6%	422,605	7.7%	590	7.5%	422,740	7.7%
Grade 7	612	7.8%	423,421	7.7%	612	7.8%	423,545	7.7%
Grade 8	596	7.6%	411,170	7.5%	596	7.6%	411,272	7.5%
Grade 9	641	8.2%	448,929	8.2%	641	8.2%	449,122	8.2%
Grade 10	657	8.4%	406,785	7.4%	658	8.4%	407,044	7.4%
Grade 11	459	5.9%	376,894	6.9%	465	5.9%	377,208	6.9%
Grade 12	442	5.7%	352,258	6.4%	465	5.9%	354,312	6.4%
Ethnic Distribution:								
African American	545	7.0%	691,582	12.6%	548	7.0%	692,925	12.6%
Hispanic	2,909	37.2%	2,892,928	52.8%	2,934	37.3%	2,899,504	52.8%
White	4,044	51.8%	1,477,699	27.0%	4,065	51.7%	1,483,688	27.0%
American Indian	34	0.4%	19,999	0.4%	34	0.4%	20,062	0.4%
Asian	38	0.5%	250,065	4.6%	38	0.5%	250,463	4.6%
Pacific Islander	7	0.1%	8,466	0.2%	7	0.1%	8,481	0.2%
Two or More Races	236	3.0%	138,434	2.5%	239	3.0%	138,817	2.5%
Sex:								
Female	3,820	48.9%	2,673,270	48.8%	3,841	48.8%	2,678,619	48.8%
Male	3,993	51.1%	2,805,903	51.2%	4,024	51.2%	2,815,321	51.2%
Economically Disadvantaged	4,743	60.7%	3,303,974	60.3%	4,778	60.8%	3,309,610	60.2%
Non-Educationally Disadvantaged	3,070	39.3%	2,175,199	39.7%	3,087	39.2%	2,184,330	39.8%
Section 504 Students	507	6.5%	376,734	6.9%	510	6.5%	376,956	6.9%
English Learners (EL)	1,157	14.8%	1,112,674	20.3%	1,164	14.8%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	160	1.9%	82,551	1.5%				
Students w/ Dyslexia	247	3.2%	224,619	4.1%	250	3.2%	224,741	4.1%
Foster Care	25	0.3%	17,393	0.3%	25	0.3%	17,451	0.3%
Homeless	45	0.6%	78,178	1.4%	46	0.6%	78,296	1.4%
Immigrant	21	0.3%	126,747	2.3%	21	0.3%	126,858	2.3%
Migrant	4	0.1%	18,888	0.3%	4	0.1%	18,992	0.3%
Title I	2,768	35.4%	3,568,526	65.1%	2,770	35.2%	3,576,850	65.1%
Military Connected	43	0.6%	105,751	1.9%	43	0.5%	105,787	1.9%
At-Risk	3,954	50.6%	2,773,390	50.6%	3,983	50.6%	2,776,481	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	1,089	13.9%	1,128,904	20.6%	1,096	13.9%	1,129,558	20.6%
Career & Technical Education	1,750	22.4%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	859	39.1%	805,496	50.8%	868	38.9%	806,117	50.8%
Gifted & Talented Education	416	5.3%	444,125	8.1%	416	5.3%	444,196	8.1%
Special Education	746	9.5%	577,868	10.5%	769	9.8%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	746		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	288	38.6%	245,216	42.4%				
Students with Physical Disabilities	159	21.3%	123,847	21.4%				
Students with Autism	138	18.5%	79,952	13.8%				
Students with Behavioral Disabilities	148	19.8%	120,042	20.8%				
Students with Non-Categorical Early Childhood	13	1.7%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	1,346	17.7%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.2%	1.6%	6.0%	5.5%
Grade 1	1.6%	2.9%	1.6%	4.9%
Grade 2	0.2%	1.6%	1.4%	2.0%
Grade 3	0.2%	0.9%	0.0%	0.8%
Grade 4	0.2%	0.5%	0.0%	0.4%
Grade 5	0.2%	0.4%	0.0%	0.5%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.8%	0.5%	0.0%	0.6%
Grade 8	0.2%	0.4%	0.0%	0.6%
Grade 9	6.9%	7.8%	11.5%	13.1%
	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	17	0.5%	5,686	0.2%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	20.7	19.0
Grade 1	20.1	18.9
Grade 2	19.8	18.8
Grade 3	20.9	19.0
Grade 4	20.7	19.2
Grade 5	21.1	20.9
Grade 6	19.9	20.4
Secondary:		
English/Language Arts	16.0	16.4
Foreign Languages	22.5	18.7
Mathematics	16.5	17.8
Science	18.2	18.8
Social Studies	17.6	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: WILLIS ISD

County Name: MONTGOMERY

District Number: 170904

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	987.8	100.0%	734,726.4	100.0%
Professional Staff:	565.7	57.3%	468,132.4	63.7%
Teachers	438.0	44.3%	363,121.3	49.4%
Professional Support	92.7	9.4%	74,698.8	10.2%
Campus Administration (School Leadership)	28.5	2.9%	21,960.1	3.0%
Central Administration	6.5	0.7%	8,352.3	1.1%
Educational Aides:	99.3	10.0%	78,096.8	10.6%
Auxiliary Staff:	322.8	32.7%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	12.0	n/a	12,901.0	n/a
Part-time	2.0	n/a	1,103.0	n/a
Total Minority Staff:	264.7	26.8%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	16.9	3.8%	39,132.5	10.8%
Hispanic	55.0	12.6%	102,099.7	28.1%
White	362.1	82.7%	209,453.0	57.7%
American Indian	2.0	0.5%	1,239.6	0.3%
Asian	1.0	0.2%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	1.0	0.2%	4,165.2	1.1%
Males	78.8	18.0%	86,302.4	23.8%
Females	359.2	82.0%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	4.9	1.1%	4,859.9	1.3%
Bachelors	354.7	81.0%	266,596.3	73.4%
Masters	76.5	17.5%	89,088.4	24.5%
Doctorate	2.0	0.5%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	20.7	4.7%	26,878.7	7.4%
1-5 Years Experience	124.4	28.4%	101,305.8	27.9%
6-10 Years Experience	100.5	22.9%	70,305.4	19.4%
11-20 Years Experience	117.4	26.8%	106,767.7	29.4%
Over 20 Years Experience	75.0	17.1%	57,863.9	15.9%
Number of Students per Teacher	17.8	n/a	15.1	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: WILLIS ISD

County Name: MONTGOMERY

District Number: 170904

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.5	6.2
Average Years Experience of Principals with District	3.5	5.3
Average Years Experience of Assistant Principals	6.8	5.3
Average Years Experience of Assistant Principals with District	4.6	4.7
Average Years Experience of Teachers:	11.2	11.1
Average Years Experience of Teachers with District:	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$49,184	\$49,868
1-5 Years Experience	\$51,855	\$52,823
6-10 Years Experience	\$55,066	\$55,756
11-20 Years Experience	\$59,315	\$59,308
Over 20 Years Experience	\$66,290	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$56,937	\$57,091
Professional Support	\$67,371	\$67,352
Campus Administration (School Leadership)	\$82,450	\$82,512
Central Administration	\$151,652	\$108,367
Instructional Staff Percent:	60.3%	64.6%
Turnover Rate for Teachers:	18.4%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.7	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	11.0	2.5%	23,626.0	6.5%
Career & Technical Education	19.6	4.5%	18,120.4	5.0%
Compensatory Education	2.3	0.5%	10,147.3	2.8%
Gifted & Talented Education	0.0	0.0%	7,053.3	1.9%
Regular Education	337.1	77.0%	257,548.7	70.9%
Special Education	29.8	6.8%	33,620.4	9.3%
Other	38.1	8.7%	13,005.2	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **WILLIS H S**

Campus Number: **170904002**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: WILLIS ISD
Campus Name: WILLIS H S
Campus Number: 170904002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 2,170
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	65%	65%	58%	59%	71%	*	*	-	67%	22%	60%	67%	62%	61%	45%
	2018	65%	62%	62%	59%	55%	66%	*	-	*	76%	22%	*	64%	56%	56%	46%
At Meets Grade Level or Above	2019	50%	44%	44%	30%	36%	52%	*	*	-	52%	11%	60%	46%	42%	39%	21%
	2018	44%	36%	36%	22%	26%	46%	*	-	*	31%	10%	*	39%	26%	26%	15%
At Masters Grade Level	2019	11%	6%	6%	0%	3%	9%	*	*	-	0%	1%	0%	6%	6%	3%	0%
	2018	7%	5%	5%	3%	4%	6%	*	-	*	7%	3%	*	6%	4%	3%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	67%	67%	54%	60%	75%	*	-	*	71%	29%	*	70%	58%	63%	45%
	2018	67%	70%	70%	69%	60%	78%	*	*	-	72%	41%	*	71%	64%	64%	45%
At Meets Grade Level or Above	2019	49%	45%	45%	34%	37%	54%	*	-	*	50%	17%	*	48%	38%	39%	20%
	2018	48%	48%	48%	43%	35%	59%	*	*	-	56%	34%	*	49%	46%	40%	17%
At Masters Grade Level	2019	8%	6%	6%	8%	5%	8%	*	-	*	4%	10%	*	7%	5%	5%	1%
	2018	8%	7%	7%	14%	3%	10%	*	*	-	0%	17%	*	7%	7%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	79%	72%	63%	80%	68%	*	*	-	63%	41%	*	76%	66%	72%	72%
	2018	83%	78%	69%	65%	66%	73%	*	-	-	80%	33%	*	73%	62%	65%	64%
At Meets Grade Level or Above	2019	61%	46%	33%	26%	33%	35%	*	*	-	19%	12%	*	35%	29%	30%	29%
	2018	55%	49%	31%	29%	27%	35%	*	-	-	33%	13%	*	34%	26%	28%	30%
At Masters Grade Level	2019	37%	25%	12%	4%	12%	14%	*	*	-	6%	3%	*	13%	11%	9%	10%
	2018	32%	27%	10%	13%	9%	12%	*	-	-	7%	2%	*	10%	11%	8%	8%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	90%	90%	84%	88%	92%	*	*	-	88%	60%	*	92%	84%	87%	77%
	2018	87%	85%	85%	80%	82%	88%	*	-	*	95%	51%	*	88%	79%	81%	74%
At Meets Grade Level or Above	2019	62%	61%	61%	47%	57%	67%	*	*	-	44%	22%	*	64%	55%	57%	40%
	2018	59%	58%	58%	48%	48%	67%	*	-	*	55%	22%	*	61%	49%	49%	36%
At Masters Grade Level	2019	25%	20%	20%	5%	13%	26%	*	*	-	31%	5%	*	21%	19%	14%	3%
	2018	24%	18%	18%	18%	14%	23%	*	-	*	9%	10%	*	19%	17%	13%	4%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	93%	87%	88%	97%	*	*	-	100%	69%	*	94%	90%	89%	75%
	2018	92%	92%	92%	87%	85%	98%	*	89%	-	88%	65%	-	94%	85%	88%	75%
At Meets Grade Level or Above	2019	73%	70%	70%	54%	58%	84%	*	*	-	64%	38%	*	73%	61%	62%	28%
	2018	70%	69%	69%	56%	60%	78%	*	89%	-	71%	35%	-	71%	66%	62%	45%
At Masters Grade Level	2019	45%	41%	41%	21%	32%	52%	*	*	-	45%	15%	*	42%	38%	33%	7%
	2018	40%	36%	36%	13%	29%	44%	*	56%	-	35%	4%	-	38%	32%	27%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	76%	67%	73%	80%	93%	100%	*	75%	42%	76%	79%	71%	73%	60%

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	77%	75%	75%	71%	68%	80%	75%	92%	*	82%	39%	43%	77%	68%	69%	58%
	2019	50%	45%	50%	37%	43%	58%	33%	55%	*	45%	18%	53%	53%	44%	44%	27%
	2018	48%	45%	48%	39%	38%	58%	50%	92%	*	48%	21%	43%	51%	42%	40%	27%
At Masters Grade Level	2019	24%	19%	15%	7%	12%	20%	13%	45%	*	14%	6%	12%	16%	14%	11%	4%
	2018	22%	18%	14%	11%	11%	18%	13%	38%	*	11%	7%	0%	15%	13%	10%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	66%	56%	59%	72%	100%	*	*	69%	25%	43%	68%	61%	62%	45%
	2018	74%	72%	65%	64%	57%	72%	*	*	*	74%	30%	60%	67%	60%	60%	45%
At Meets Grade Level or Above	2019	48%	43%	45%	32%	37%	53%	50%	*	*	51%	13%	43%	47%	40%	39%	21%
	2018	46%	41%	42%	32%	30%	52%	*	*	*	40%	20%	60%	44%	35%	33%	16%
At Masters Grade Level	2019	21%	17%	6%	4%	4%	9%	0%	*	*	2%	4%	0%	6%	6%	4%	0%
	2018	19%	16%	6%	8%	4%	8%	*	*	*	4%	9%	0%	6%	5%	4%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	72%	63%	80%	68%	*	*	-	63%	41%	*	76%	66%	72%	72%
	2018	81%	81%	69%	65%	66%	73%	*	-	-	80%	33%	*	73%	62%	65%	64%
At Meets Grade Level or Above	2019	52%	49%	33%	26%	33%	35%	*	*	-	19%	12%	*	35%	29%	30%	29%
	2018	50%	49%	31%	29%	27%	35%	*	-	-	33%	13%	*	34%	26%	28%	30%
At Masters Grade Level	2019	26%	23%	12%	4%	12%	14%	*	*	-	6%	3%	*	13%	11%	9%	10%
	2018	24%	21%	10%	13%	9%	12%	*	-	-	7%	2%	*	10%	11%	8%	8%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	90%	84%	88%	92%	*	*	-	88%	60%	*	92%	84%	87%	77%
	2018	80%	77%	85%	80%	82%	88%	*	-	*	95%	51%	*	88%	79%	81%	74%
At Meets Grade Level or Above	2019	54%	51%	61%	47%	57%	67%	*	*	-	44%	22%	*	64%	55%	57%	40%
	2018	51%	46%	58%	48%	48%	67%	*	-	*	55%	22%	*	61%	49%	49%	36%
At Masters Grade Level	2019	25%	20%	20%	5%	13%	26%	*	*	-	31%	5%	*	21%	19%	14%	3%
	2018	23%	18%	18%	18%	14%	23%	*	-	*	9%	10%	*	19%	17%	13%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	93%	87%	88%	97%	*	*	-	100%	69%	*	94%	90%	89%	75%
	2018	78%	79%	92%	87%	85%	98%	*	89%	-	88%	65%	-	94%	85%	88%	75%
At Meets Grade Level or Above	2019	55%	52%	70%	54%	58%	84%	*	*	-	64%	38%	*	73%	61%	62%	28%
	2018	53%	48%	69%	56%	60%	78%	*	89%	-	71%	35%	-	71%	66%	62%	45%
At Masters Grade Level	2019	33%	27%	41%	21%	32%	52%	*	*	-	45%	15%	*	42%	38%	33%	7%
	2018	31%	24%	36%	13%	29%	44%	*	56%	-	35%	4%	-	38%	32%	27%	14%

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	70	70	70	70	71	*	-	*	68	71	*	69	72	71	67
	2018	67	70	70	62	67	73	*	*	-	70	62	*	70	71	65	55
End of Course Algebra I	2019	75	62	52	45	56	51	*	*	-	50	31	*	54	48	51	51
	2018	72	70	57	56	58	57	*	-	-	63	31	*	59	54	56	57
All Grades Both Subjects	2019	69	66	61	57	63	62	50	*	*	61	48	*	62	60	61	59
	2018	69	69	65	59	63	67	*	*	-	66	46	*	66	63	61	56
All Grades ELA/Reading	2019	68	66	70	70	70	71	*	-	*	68	71	*	69	72	71	67
	2018	69	68	70	62	67	73	*	*	-	70	62	*	70	71	65	55
All Grades Mathematics	2019	70	66	52	45	56	51	*	*	-	50	31	*	54	48	51	51
	2018	70	69	57	56	58	57	*	-	-	63	31	*	59	54	56	57

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)	
Student Success Initiative														
Grade 8 Reading														
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
2018	99%	100%	100%	*	100%	*	-	-	-	*	*	100%	100%	
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	13%	12%	12%	25%	7%	12%	-	-	-	*	0%	13%	5%
Grade 8 Mathematics														
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
2018	98%	100%	100%	*	100%	100%	-	-	-	-	*	100%	100%	
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	43%	43%	38%	48%	38%	-	-	-	*	35%	50%	33%

District Name: WILLIS ISD
Campus Name: WILLIS H S
Campus Number: 170904002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 2,170
Grade Span: 09 - 12
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	76%	-	-	-	-	-	53%	53%	67%	33%	53%	53%
	2018	77%	75%	75%	-	-	-	-	-	48%	51%	21%	35%	48%	48%
At Meets Grade Level or Above	2019	50%	45%	50%	-	-	-	-	-	21%	20%	33%	0%	21%	21%
	2018	48%	45%	48%	-	-	-	-	-	16%	17%	0%	18%	16%	16%
At Masters Grade Level	2019	24%	19%	15%	-	-	-	-	-	3%	2%	11%	0%	3%	3%
	2018	22%	18%	14%	-	-	-	-	-	3%	3%	0%	0%	3%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	66%	-	-	-	-	-	38%	38%	50%	*	38%	38%
	2018	74%	72%	65%	-	-	-	-	-	34%	36%	19%	13%	34%	33%
At Meets Grade Level or Above	2019	48%	43%	45%	-	-	-	-	-	15%	15%	33%	*	15%	15%
	2018	46%	41%	42%	-	-	-	-	-	7%	7%	0%	0%	7%	6%
At Masters Grade Level	2019	21%	17%	6%	-	-	-	-	-	0%	0%	0%	*	0%	0%
	2018	19%	16%	6%	-	-	-	-	-	1%	1%	0%	0%	1%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	72%	-	-	-	-	-	71%	69%	*	*	71%	70%
	2018	81%	81%	69%	-	-	-	-	-	56%	56%	*	*	56%	56%
At Meets Grade Level or Above	2019	52%	49%	33%	-	-	-	-	-	27%	26%	*	*	27%	27%
	2018	50%	49%	31%	-	-	-	-	-	21%	21%	*	*	21%	21%
At Masters Grade Level	2019	26%	23%	12%	-	-	-	-	-	10%	8%	*	*	10%	10%
	2018	24%	21%	10%	-	-	-	-	-	6%	6%	*	*	6%	5%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	90%	-	-	-	-	-	73%	72%	80%	*	73%	72%
	2018	80%	77%	85%	-	-	-	-	-	65%	66%	*	*	65%	65%
At Meets Grade Level or Above	2019	54%	51%	61%	-	-	-	-	-	34%	34%	40%	*	34%	34%
	2018	51%	46%	58%	-	-	-	-	-	23%	23%	*	*	23%	24%
At Masters Grade Level	2019	25%	20%	20%	-	-	-	-	-	3%	3%	0%	*	3%	3%
	2018	23%	18%	18%	-	-	-	-	-	3%	3%	*	*	3%	3%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	93%	-	-	-	-	-	67%	69%	*	*	67%	68%
	2018	78%	79%	92%	-	-	-	-	-	65%	70%	20%	60%	65%	65%
At Meets Grade Level or Above	2019	55%	52%	70%	-	-	-	-	-	18%	19%	*	*	18%	17%
	2018	53%	48%	69%	-	-	-	-	-	31%	34%	0%	40%	31%	32%
At Masters Grade Level	2019	33%	27%	41%	-	-	-	-	-	0%	0%	*	*	0%	0%
	2018	31%	24%	36%	-	-	-	-	-	10%	11%	0%	0%	10%	9%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	66%	61%	-	-	-	-	-	58%	58%	*	*	58%	57%
	2018	69%	69%	65%	-	-	-	-	-	52%	52%	-	*	52%	52%
All Grades ELA/Reading	2019	68%	66%	70%	-	-	-	-	-	64%	64%	-	-	64%	64%
	2018	69%	68%	70%	-	-	-	-	-	56%	56%	-	*	56%	55%
All Grades Mathematics	2019	70%	66%	52%	-	-	-	-	-	52%	51%	*	*	52%	51%
	2018	70%	69%	57%	-	-	-	-	-	49%	49%	-	-	49%	49%

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	97%	99%	99%	100%	100%	*	98%	100%	98%	100%
Included in Accountability	94%	94%	92%	92%	92%	93%	83%	69%	*	94%	91%	92%	86%
Not Included in Accountability													
Mobile	4%	5%	5%	5%	3%	6%	17%	13%	*	4%	8%	4%	2%
Other Exclusions	1%	1%	2%	0%	4%	0%	0%	19%	*	0%	1%	2%	11%
Not Tested	1%	0%	1%	3%	1%	1%	0%	0%	*	2%	0%	2%	0%
Absent	1%	0%	1%	3%	1%	1%	0%	0%	*	2%	0%	2%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	99%	99%	100%	100%	100%	*	99%	99%	99%	99%
Included in Accountability	94%	93%	93%	86%	93%	94%	100%	93%	*	97%	85%	92%	90%
Not Included in Accountability													
Mobile	4%	6%	5%	13%	4%	5%	0%	0%	*	2%	13%	6%	3%
Other Exclusions	1%	0%	1%	0%	2%	0%	0%	7%	*	0%	1%	1%	6%
Not Tested	1%	0%	1%	1%	1%	0%	0%	0%	*	1%	1%	1%	1%
Absent	1%	0%	1%	1%	1%	0%	0%	0%	*	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.3%	93.5%	92.3%	93.7%	93.7%	93.8%	97.3%	*	92.5%	91.5%	93.1%	92.5%
2017-18	95.4%	95.0%	93.3%	92.7%	93.3%	93.5%	94.6%	98.4%	*	91.6%	91.2%	92.6%	93.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.8%	1.8%	1.6%	2.2%	1.7%	0.0%	0.0%	*	1.4%	2.1%	2.5%	3.1%
2017-18	1.9%	2.9%	2.9%	2.8%	3.9%	2.3%	0.0%	0.0%	*	2.8%	2.1%	3.2%	6.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	91.6%	91.6%	91.9%	91.5%	90.8%	*	100.0%	-	100.0%	80.0%	88.5%	81.8%
Received TxCHSE	0.5%	0.8%	0.8%	0.0%	0.0%	1.6%	*	0.0%	-	0.0%	0.0%	0.4%	0.0%
Continued HS	3.7%	0.2%	0.2%	0.0%	0.6%	0.0%	*	0.0%	-	0.0%	0.0%	0.4%	2.3%
Dropped Out	5.9%	7.3%	7.3%	8.1%	7.9%	7.6%	*	0.0%	-	0.0%	20.0%	10.7%	15.9%
Graduates and TxCHSE	90.4%	92.5%	92.5%	91.9%	91.5%	92.4%	*	100.0%	-	100.0%	80.0%	88.9%	81.8%
Graduates, TxCHSE, and Continuers	94.1%	92.7%	92.7%	91.9%	92.1%	92.4%	*	100.0%	-	100.0%	80.0%	89.3%	84.1%
Class of 2018													
Graduated	90.0%	86.4%	86.6%	83.3%	82.2%	89.3%	*	*	*	81.8%	81.8%	83.2%	66.7%
Received TxCHSE	0.4%	0.4%	0.4%	2.8%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	3.8%	4.0%	3.8%	5.6%	6.2%	2.6%	*	*	*	0.0%	3.0%	4.5%	9.5%
Dropped Out	5.7%	9.1%	9.2%	8.3%	11.6%	7.8%	*	*	*	18.2%	15.2%	11.8%	23.8%
Graduates and TxCHSE	90.4%	86.8%	87.0%	86.1%	82.2%	89.6%	*	*	*	81.8%	81.8%	83.6%	66.7%
Graduates, TxCHSE, and Continuers	94.3%	90.9%	90.8%	91.7%	88.4%	92.2%	*	*	*	81.8%	84.8%	88.2%	76.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	89.7%	89.7%	86.5%	88.1%	91.1%	*	*	*	81.8%	82.4%	87.2%	77.8%
Received TxCHSE	0.6%	0.9%	0.9%	2.7%	0.0%	1.1%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	1.1%	0.4%	0.4%	0.0%	0.7%	0.4%	*	*	*	0.0%	2.9%	0.5%	0.0%
Dropped Out	6.1%	9.0%	9.0%	10.8%	11.2%	7.4%	*	*	*	18.2%	14.7%	11.9%	22.2%
Graduates and TxCHSE	92.8%	90.6%	90.6%	89.2%	88.1%	92.2%	*	*	*	81.8%	82.4%	87.7%	77.8%
Graduates, TxCHSE, and Continuers	93.9%	91.0%	91.0%	89.2%	88.8%	92.6%	*	*	*	81.8%	85.3%	88.1%	77.8%
Class of 2017													
Graduated	92.0%	92.0%	92.0%	93.0%	87.0%	94.5%	*	100.0%	-	87.5%	84.4%	87.3%	77.4%
Received TxCHSE	0.6%	1.3%	1.3%	0.0%	2.2%	0.8%	*	0.0%	-	6.3%	0.0%	1.6%	0.0%
Continued HS	1.1%	0.2%	0.2%	0.0%	0.7%	0.0%	*	0.0%	-	0.0%	0.0%	0.4%	3.2%
Dropped Out	6.3%	6.5%	6.5%	7.0%	10.1%	4.7%	*	0.0%	-	6.3%	15.6%	10.6%	19.4%
Graduates and TxCHSE	92.6%	93.3%	93.3%	93.0%	89.1%	95.3%	*	100.0%	-	93.8%	84.4%	89.0%	77.4%
Graduates, TxCHSE, and Continuers	93.7%	93.5%	93.5%	93.0%	89.9%	95.3%	*	100.0%	-	93.8%	84.4%	89.4%	80.6%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.0%	92.0%	93.0%	87.6%	94.2%	*	100.0%	-	87.5%	84.4%	87.3%	80.0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: WILLIS ISD
Campus Name: WILLIS H S
Campus Number: 170904002

Total Students: 2,170
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.3%	1.3%	0.0%	2.2%	0.8%	*	0.0%	-	6.3%	0.0%	1.6%	0.0%
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	6.7%	6.7%	7.0%	10.2%	5.1%	*	0.0%	-	6.3%	15.6%	11.0%	20.0%
Graduates and TxCHSE	93.2%	93.3%	93.3%	93.0%	89.8%	94.9%	*	100.0%	-	93.8%	84.4%	89.0%	80.0%
Graduates, TxCHSE, and Continuers	93.7%	93.3%	93.3%	93.0%	89.8%	94.9%	*	100.0%	-	93.8%	84.4%	89.0%	80.0%
Class of 2016													
Graduated	92.1%	93.9%	93.9%	91.4%	93.0%	94.3%	*	*	*	100.0%	96.7%	89.6%	81.5%
Received TxCHSE	0.8%	1.1%	1.1%	0.0%	1.6%	1.1%	*	*	*	0.0%	0.0%	0.9%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.0%	5.0%	8.6%	5.5%	4.5%	*	*	*	0.0%	3.3%	9.4%	18.5%
Graduates and TxCHSE	92.9%	95.0%	95.0%	91.4%	94.5%	95.5%	*	*	*	100.0%	96.7%	90.6%	81.5%
Graduates, TxCHSE, and Continuers	93.4%	95.0%	95.0%	91.4%	94.5%	95.5%	*	*	*	100.0%	96.7%	90.6%	81.5%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	85.7%	85.7%	87.5%	83.9%	86.4%	*	100.0%	-	83.3%	74.1%	82.4%	70.6%
Class of 2018	90.0%	85.5%	85.7%	81.1%	80.0%	89.3%	*	*	*	81.8%	79.4%	82.4%	66.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	*	-	*	-	-	-	-	-	-	*	-
Class of 2018	68.5%	*	*	-	-	-	-	-	-	*	-	*	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Class of 2018	5.0%	2.0%	2.0%	0.0%	1.7%	2.5%	*	*	*	0.0%	14.8%	1.1%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.8%	91.8%	81.3%	93.2%	93.3%	*	87.5%	-	80.0%	9.1%	92.3%	88.6%
Class of 2018	82.0%	87.4%	87.4%	93.3%	88.3%	86.3%	*	*	*	87.5%	0.0%	85.7%	78.6%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	91.6%	91.6%	81.3%	92.6%	93.3%	*	87.5%	-	80.0%	9.1%	91.9%	88.6%
Class of 2018	86.8%	89.2%	89.2%	93.3%	90.0%	88.8%	*	*	*	77.8%	14.8%	86.3%	78.6%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	*	*	-	-	-	-	-	-	-	*	-
2017-18	37.7%	37.5%	37.5%	*	*	*	-	-	-	*	-	*	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	4.9%	1.7%	1.7%	0.0%	1.6%	2.0%	*	*	*	0.0%	14.8%	1.1%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	88.9%	88.9%	79.4%	87.9%	91.6%	*	85.7%	-	80.0%	7.7%	88.4%	86.5%
2017-18	81.5%	87.2%	87.2%	93.3%	86.3%	86.9%	*	*	*	87.5%	0.0%	84.8%	75.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	88.7%	88.7%	77.1%	87.9%	91.6%	*	85.7%	-	80.0%	7.7%	88.0%	86.5%
2017-18	85.1%	87.9%	87.9%	90.3%	86.7%	88.7%	*	*	*	77.8%	14.8%	85.1%	75.0%

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	450	100.0%	450	355,615
By Ethnicity:				
African American	37	8.2%	37	43,953
Hispanic	159	35.3%	159	180,673
White	231	51.3%	231	105,577
American Indian	1	0.2%	1	1,293
Asian	7	1.6%	7	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	15	3.3%	15	7,018
By Graduation Type:				
Minimum H.S. Program	1	0.2%	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	58	12.9%	58	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	0	15,160
Foundation H.S. Program (DLA)	391	86.9%	391	285,538
Special Education Graduates	22	4.9%	22	27,598
Economically Disadvantaged Graduates	222	49.3%	222	186,364
LEP Graduates	38	8.4%	38	25,189
At-Risk Graduates	169	37.6%	169	146,432

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	64.8%	64.8%	50.0%	60.1%	69.7%	*	92.9%	-	66.7%	59.1%	59.9%	36.8%
2017-18	65.5%	64.0%	64.0%	50.0%	56.6%	70.4%	*	*	*	38.9%	100.0%	58.3%	34.4%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	42.2%	42.2%	21.6%	35.8%	50.2%	*	57.1%	-	33.3%	0.0%	35.1%	0.0%
2017-18	50.0%	34.4%	34.4%	19.4%	26.6%	40.9%	*	*	*	11.1%	0.0%	26.5%	12.5%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	54.4%	54.4%	43.2%	44.7%	62.8%	*	57.1%	-	53.3%	0.0%	47.3%	5.3%
2017-18	58.2%	51.2%	51.2%	45.2%	38.3%	58.7%	*	*	*	44.4%	3.7%	43.6%	6.3%
Mathematics													
2018-19	48.6%	38.4%	38.4%	21.6%	33.3%	43.7%	*	71.4%	-	40.0%	0.0%	33.8%	5.3%
2017-18	46.0%	29.9%	29.9%	19.4%	21.9%	35.2%	*	*	*	11.1%	0.0%	22.1%	0.0%
Both Subjects													
2018-19	44.2%	37.3%	37.3%	21.6%	31.4%	43.7%	*	57.1%	-	33.3%	0.0%	32.0%	0.0%
2017-18	42.1%	28.4%	28.4%	16.1%	20.3%	34.4%	*	*	*	11.1%	0.0%	21.0%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	26.9%	26.9%	10.8%	18.9%	34.6%	*	57.1%	-	20.0%	0.0%	16.2%	0.0%
2017-18	20.7%	17.3%	17.3%	6.5%	10.9%	22.3%	*	*	*	0.0%	0.0%	11.0%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	10.2%	10.2%	0.0%	8.2%	12.6%	*	42.9%	-	6.7%	0.0%	6.8%	0.0%
2017-18	20.4%	9.5%	9.5%	6.5%	10.2%	9.7%	*	*	*	0.0%	0.0%	9.9%	12.5%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	0.2%	0.2%	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	38.8%	38.8%	41.9%	37.7%	37.2%	*	71.4%	-	53.3%	59.1%	39.0%	36.8%
2017-18	28.7%	41.6%	41.6%	33.9%	39.1%	44.5%	*	*	*	33.3%	100.0%	41.7%	25.0%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	14.0%	14.0%	13.5%	13.2%	13.4%	*	28.6%	-	26.7%	9.1%	15.3%	13.2%
2017-18	4.8%	9.0%	9.0%	3.2%	8.6%	10.5%	*	*	*	0.0%	3.7%	8.8%	12.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.2%	2.2%	8.1%	1.3%	1.7%	*	14.3%	-	0.0%	45.5%	1.8%	5.3%
2017-18	1.7%	6.2%	6.2%	3.2%	4.7%	7.3%	*	*	*	0.0%	96.3%	6.6%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	55.6%	55.6%	48.6%	54.1%	55.8%	*	85.7%	-	73.3%	50.0%	53.2%	47.4%
2017-18	38.7%	58.8%	58.8%	58.1%	54.7%	62.3%	*	*	*	44.4%	51.9%	56.4%	31.3%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	2.7%	2.7%	2.5%	2.2%	*	14.3%	-	6.7%	0.0%	2.7%	0.0%
2017-18	4.3%	3.3%	3.3%	0.0%	3.1%	3.6%	*	*	*	11.1%	0.0%	3.9%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	0.2%	0.2%	0.0%	0.0%	0.4%	*	0.0%	-	0.0%	4.5%	0.0%	0.0%
2017-18	2.6%	0.9%	0.9%	0.0%	1.6%	0.8%	*	*	*	0.0%	14.8%	0.6%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus CCMR-Related Indicators

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	44.2%	44.2%	29.7%	37.7%	51.5%	*	42.9%	-	40.0%	0.0%	38.3%	5.3%
2017-18	32.1%	36.5%	36.5%	32.3%	28.9%	42.5%	*	*	*	0.0%	3.7%	29.8%	0.0%
Mathematics													
2018-19	24.7%	31.1%	31.1%	16.2%	30.8%	33.3%	*	71.4%	-	20.0%	0.0%	29.3%	5.3%
2017-18	23.7%	21.8%	21.8%	16.1%	17.2%	25.9%	*	*	*	0.0%	0.0%	17.1%	0.0%
Both Subjects													
2018-19	18.8%	28.7%	28.7%	13.5%	27.0%	32.5%	*	42.9%	-	20.0%	0.0%	26.1%	0.0%
2017-18	18.1%	17.8%	17.8%	12.9%	15.6%	20.2%	*	*	*	0.0%	0.0%	14.9%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	56.0%	56.0%	48.6%	54.7%	56.3%	*	85.7%	-	73.3%	50.0%	53.6%	47.4%
2017-18	58.4%	61.8%	61.8%	61.3%	57.8%	65.6%	*	*	*	44.4%	51.9%	59.1%	43.8%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.9%	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													
2019	25.2%	14.1%	14.1%	7.9%	13.3%	15.7%	*	40.0%	-	6.9%	n/a	9.3%	n/a
2018	25.8%	10.3%	10.3%	9.1%	9.0%	11.4%	*	30.0%	*	3.8%	n/a	9.0%	n/a
English Language Arts													
2019	14.5%	10.2%	10.2%	6.6%	8.8%	11.9%	*	20.0%	-	6.9%	n/a	6.0%	n/a
2018	15.3%	6.5%	6.5%	6.5%	5.1%	7.4%	*	10.0%	*	3.8%	n/a	5.4%	n/a
Mathematics													
2019	7.4%	0.3%	0.3%	0.0%	0.3%	0.4%	*	0.0%	-	0.0%	n/a	0.2%	n/a
2018	7.3%	0.8%	0.8%	0.0%	0.0%	1.3%	*	10.0%	*	0.0%	n/a	0.2%	n/a
Science													
2019	10.4%	5.9%	5.9%	1.3%	4.5%	7.3%	*	40.0%	-	0.0%	n/a	3.9%	n/a
2018	10.8%	4.4%	4.4%	2.6%	2.3%	5.5%	*	30.0%	*	3.8%	n/a	3.8%	n/a
Social Studies													
2019	13.9%	4.8%	4.8%	2.6%	5.1%	4.8%	*	20.0%	-	3.4%	n/a	2.9%	n/a
2018	14.5%	4.9%	4.9%	3.9%	3.9%	5.9%	*	10.0%	*	0.0%	n/a	3.8%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.6%	39.6%	50.0%	40.4%	38.7%	-	*	-	*	n/a	37.5%	n/a
2018	50.7%	48.5%	48.5%	28.6%	46.4%	50.0%	-	*	-	*	n/a	55.8%	n/a
English Language Arts													
2019	41.2%	27.8%	27.8%	20.0%	19.4%	31.6%	-	*	-	*	n/a	16.1%	n/a
2018	42.5%	33.9%	33.9%	40.0%	18.8%	35.9%	-	*	-	*	n/a	26.9%	n/a
Mathematics													
2019	52.2%	*	*	-	*	*	-	-	-	-	n/a	*	n/a

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus CCMR-Related Indicators

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	12.5%	12.5%	-	-	14.3%	-	*	-	-	n/a	*	n/a
Science													
2019	40.6%	14.3%	14.3%	*	12.5%	14.3%	-	*	-	-	n/a	10.0%	n/a
2018	38.0%	21.4%	21.4%	*	28.6%	20.7%	-	*	-	*	n/a	33.3%	n/a
Social Studies													
2019	46.3%	52.2%	52.2%	*	22.2%	69.6%	-	*	-	*	n/a	40.0%	n/a
2018	44.6%	51.1%	51.1%	*	33.3%	58.1%	-	*	-	-	n/a	55.6%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	51.8%	51.8%	64.9%	40.9%	56.7%	*	71.4%	-	46.7%	n/a	43.4%	n/a
2017-18	74.6%	51.7%	51.7%	77.4%	40.6%	54.3%	*	*	*	55.6%	n/a	45.0%	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	35.2%	35.2%	12.5%	20.0%	45.0%	*	80.0%	-	42.9%	n/a	21.9%	n/a
2017-18	37.9%	33.0%	33.0%	12.5%	32.7%	36.6%	*	*	*	20.0%	n/a	29.1%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1040	1040	926	984	1081	*	1232	-	1070	n/a	984	n/a
2017-18	1036	1028	1028	969	996	1051	*	*	*	974	n/a	998	n/a
English Language Arts													
and Writing													
2018-19	517	535	535	473	509	556	*	596	-	544	n/a	505	n/a
2017-18	521	527	527	492	505	543	*	*	*	516	n/a	514	n/a
Mathematics													
2018-19	510	505	505	452	475	525	*	636	-	526	n/a	479	n/a
2017-18	515	500	500	477	492	508	*	*	*	458	n/a	483	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.6	20.6	16.9	19.4	21.4	-	*	-	*	n/a	18.4	n/a
2017-18	20.6	20.0	20.0	15.7	18.7	21.5	*	-	-	-	n/a	18.4	n/a
English Language Arts													
2018-19	20.3	20.5	20.5	16.8	18.8	21.4	-	*	-	*	n/a	18.3	n/a
2017-18	20.3	19.6	19.6	14.8	18.8	21.1	*	-	-	-	n/a	18.0	n/a
Mathematics													
2018-19	20.4	19.8	19.8	15.8	18.9	20.6	-	*	-	*	n/a	17.7	n/a
2017-18	20.6	19.4	19.4	15.4	17.8	20.9	*	-	-	-	n/a	17.9	n/a
Science													
2018-19	20.8	21.0	21.0	17.1	20.5	21.7	-	*	-	*	n/a	18.9	n/a
2017-18	20.9	20.8	20.8	17.1	18.7	22.4	*	-	-	-	n/a	19.1	n/a

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	28.5%	28.5%	18.4%	25.6%	32.2%	11.1%	50.0%	*	23.1%	4.3%	23.2%	9.6%
2017-18	43.4%	32.6%	32.6%	26.3%	26.6%	37.5%	42.9%	66.7%	*	23.3%	4.8%	25.2%	11.4%
English Language Arts													
2018-19	17.8%	13.2%	13.2%	8.2%	9.9%	16.2%	0.0%	42.9%	*	11.3%	0.0%	7.4%	0.5%
2017-18	17.3%	13.8%	13.9%	9.9%	9.9%	17.1%	0.0%	41.7%	*	10.2%	0.0%	9.1%	0.6%
Mathematics													
2018-19	20.4%	12.9%	12.9%	6.8%	11.5%	14.5%	0.0%	38.5%	*	13.3%	0.0%	9.0%	3.0%
2017-18	20.7%	13.2%	13.2%	7.6%	10.2%	16.1%	20.0%	50.0%	*	5.4%	0.8%	8.7%	0.6%
Science													
2018-19	21.7%	18.0%	18.0%	12.0%	15.6%	20.9%	0.0%	46.2%	*	9.8%	0.7%	14.2%	3.6%
2017-18	21.2%	19.7%	19.6%	18.0%	15.2%	22.7%	28.6%	50.0%	*	13.8%	3.9%	15.2%	6.5%
Social Studies													
2018-19	23.6%	15.9%	15.9%	10.8%	11.6%	19.3%	0.0%	42.9%	*	16.9%	0.0%	9.2%	1.0%
2017-18	22.8%	11.7%	11.7%	8.7%	9.0%	14.4%	14.3%	16.7%	*	3.6%	0.0%	7.5%	0.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	45.7%	45.7%	54.8%	35.9%	50.6%	*	*	*	11.1%	18.5%	34.6%	12.5%
2016-17	54.6%	48.0%	48.0%	45.2%	47.4%	47.3%	*	100.0%	-	46.7%	17.9%	38.2%	40.9%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	47.3%	47.3%	23.5%	46.7%	50.4%	*	*	*	*	0.0%	45.3%	*
2016-17	59.2%	54.6%	54.6%	52.6%	39.6%	60.9%	*	50.0%	-	71.4%	20.0%	43.2%	11.1%

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

Student Information	Membership				Enrollment			
	Campus Count	Campus Percent	District	State	Campus Count	Campus Percent	District	State
Total Students	2,170	100.0%	7,813	5,479,173	2,200	100.0%	7,865	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.6%	0.3%	0	0.0%	0.8%	0.5%
Pre-Kindergarten	0	0.0%	2.2%	4.5%	0	0.0%	2.2%	4.5%
Kindergarten	0	0.0%	7.8%	7.0%	0	0.0%	7.8%	7.0%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 2	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 3	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 4	0	0.0%	8.1%	7.3%	0	0.0%	8.1%	7.3%
Grade 5	0	0.0%	8.1%	7.6%	0	0.0%	8.0%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.5%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.5%	0	0.0%	7.6%	7.5%
Grade 9	629	29.0%	8.2%	8.2%	629	28.6%	8.2%	8.2%
Grade 10	647	29.8%	8.4%	7.4%	648	29.5%	8.4%	7.4%
Grade 11	455	21.0%	5.9%	6.9%	461	21.0%	5.9%	6.9%
Grade 12	439	20.2%	5.7%	6.4%	462	21.0%	5.9%	6.4%
Ethnic Distribution:								
African American	164	7.6%	7.0%	12.6%	165	7.5%	7.0%	12.6%
Hispanic	795	36.6%	37.2%	52.8%	811	36.9%	37.3%	52.8%
White	1,119	51.6%	51.8%	27.0%	1,129	51.3%	51.7%	27.0%
American Indian	9	0.4%	0.4%	0.4%	9	0.4%	0.4%	0.4%
Asian	17	0.8%	0.5%	4.6%	17	0.8%	0.5%	4.6%
Pacific Islander	2	0.1%	0.1%	0.2%	2	0.1%	0.1%	0.2%
Two or More Races	64	2.9%	3.0%	2.5%	67	3.0%	3.0%	2.5%
Sex:								
Female	1,075	49.5%	48.9%	48.8%	1,089	49.5%	48.8%	48.8%
Male	1,095	50.5%	51.1%	51.2%	1,111	50.5%	51.2%	51.2%
Economically Disadvantaged	1,229	56.6%	60.7%	60.3%	1,244	56.5%	60.8%	60.2%
Non-Educationally Disadvantaged	941	43.4%	39.3%	39.7%	956	43.5%	39.2%	39.8%
Section 504 Students	168	7.7%	6.5%	6.9%	171	7.8%	6.5%	6.9%
English Learners (EL)	196	9.0%	14.8%	20.3%	203	9.2%	14.8%	20.3%
Students w/ Disciplinary Placements (2018-19)	88	3.8%	1.9%	1.5%				
Students w/ Dyslexia	65	3.0%	3.2%	4.1%	68	3.1%	3.2%	4.1%
Foster Care	10	0.5%	0.3%	0.3%	10	0.5%	0.3%	0.3%
Homeless	23	1.1%	0.6%	1.4%	24	1.1%	0.6%	1.4%
Immigrant	13	0.6%	0.3%	2.3%	13	0.6%	0.3%	2.3%
Migrant	2	0.1%	0.1%	0.3%	2	0.1%	0.1%	0.3%
Title I	0	0.0%	35.4%	65.1%	0	0.0%	35.2%	65.1%
Military Connected	18	0.8%	0.6%	1.9%	18	0.8%	0.5%	1.9%
At-Risk	995	45.9%	50.6%	50.6%	1,024	46.5%	50.6%	50.5%

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

<u>Student Information</u>	<u>Membership</u>				<u>Enrollment</u>			
	<u>Campus</u>	<u>Percent</u>	<u>District</u>	<u>State</u>	<u>Campus</u>	<u>Percent</u>	<u>District</u>	<u>State</u>
Students by Instructional Program:								
Bilingual/ESL Education	187	8.6%	13.9%	20.6%	194	8.8%	13.9%	20.6%
Career & Technical Education	1,746	80.5%	22.4%	27.6%				
Career & Technical Education (9-12 grades only)	855	39.4%	39.1%	50.8%	864	39.3%	38.9%	50.8%
Gifted & Talented Education	144	6.6%	5.3%	8.1%	144	6.5%	5.3%	8.1%
Special Education	171	7.9%	9.5%	10.5%	172	7.8%	9.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	171							
By Type of Primary Disability								
Students with Intellectual Disabilities	94	55.0%	38.6%	42.4%				
Students with Physical Disabilities	5	2.9%	21.3%	21.4%				
Students with Autism	25	14.6%	18.5%	13.8%				
Students with Behavioral Disabilities	47	27.5%	19.8%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.5%				
Mobility (2018-19):								
Total Mobile Students	387	16.7%	17.7%	15.3%				
By Ethnicity:								
African American	44	1.9%						
Hispanic	128	5.5%						
White	194	8.4%						
American Indian	2	0.1%						
Asian	4	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	15	0.6%						
Student Attrition (2018-19):								
Total Student Attrition	207	12.6%						

<u>Student Information</u>	<u>Non-Special Education Rates</u>			<u>Special Education Rates</u>		
	<u>Campus</u>	<u>District</u>	<u>State</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	6.0%	5.5%
Grade 1	-	1.6%	2.9%	-	1.6%	4.9%
Grade 2	-	0.2%	1.6%	-	1.4%	2.0%
Grade 3	-	0.2%	0.9%	-	0.0%	0.8%
Grade 4	-	0.2%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.8%	0.5%	-	0.0%	0.6%
Grade 8	-	0.2%	0.4%	-	0.0%	0.6%
Grade 9	6.4%	6.9%	7.8%	11.7%	11.5%	13.1%

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.7	19.0
Grade 1	-	20.1	18.9
Grade 2	-	19.8	18.8
Grade 3	-	20.9	19.0
Grade 4	-	20.7	19.2
Grade 5	-	21.1	20.9
Grade 6	-	19.9	20.4
Secondary:			
English/Language Arts	17.2	16.0	16.4
Foreign Languages	21.4	22.5	18.7
Mathematics	18.2	16.5	17.8
Science	19.8	18.2	18.8
Social Studies	18.9	17.6	19.3

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	144.0	100.0%	100.0%	100.0%
Professional Staff:	135.3	94.0%	57.3%	63.7%
Teachers	118.8	82.5%	44.3%	49.4%
Professional Support	9.0	6.3%	9.4%	10.2%
Campus Administration (School Leadership)	7.5	5.2%	2.9%	3.0%
Educational Aides:	8.6	6.0%	10.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	5.0	n/a	12.0	12,901.0
Part-time	0.0	n/a	2.0	1,103.0
Total Minority Staff:	19.5	13.5%	26.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	6.9	5.8%	3.8%	10.8%
Hispanic	6.0	5.0%	12.6%	28.1%
White	106.0	89.2%	82.7%	57.7%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	44.8	37.7%	18.0%	23.8%
Females	74.0	62.3%	82.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	4.9	4.1%	1.1%	1.3%
Bachelors	78.0	65.6%	81.0%	73.4%
Masters	35.0	29.5%	17.5%	24.5%
Doctorate	1.0	0.8%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.9	5.8%	4.7%	7.4%
1-5 Years Experience	25.0	21.0%	28.4%	27.9%
6-10 Years Experience	30.0	25.2%	22.9%	19.4%
11-20 Years Experience	32.0	26.9%	26.8%	29.4%
Over 20 Years Experience	25.0	21.0%	17.1%	15.9%
Number of Students per Teacher	18.3	n/a	17.8	15.1

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	3.5	6.2
Average Years Experience of Principals with District	2.0	3.5	5.3
Average Years Experience of Assistant Principals	6.2	6.8	5.3
Average Years Experience of Assistant Principals with District	4.2	4.6	4.7
Average Years Experience of Teachers:	11.9	11.2	11.1
Average Years Experience of Teachers with District:	6.1	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,478	\$49,184	\$49,868
1-5 Years Experience	\$51,884	\$51,855	\$52,823
6-10 Years Experience	\$55,056	\$55,066	\$55,756
11-20 Years Experience	\$59,091	\$59,315	\$59,308
Over 20 Years Experience	\$66,830	\$66,290	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,456	\$56,937	\$57,091
Professional Support	\$71,449	\$67,371	\$67,352
Campus Administration (School Leadership)	\$88,181	\$82,450	\$82,512
Instructional Staff Percent:	n/a	60.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.1	0.7	6,309.0

District Name: WILLIS ISD
 Campus Name: WILLIS H S
 Campus Number: 170904002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 2,170
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.2	1.0%	2.5%	6.5%
Career & Technical Education	19.6	16.5%	4.5%	5.0%
Compensatory Education	0.0	0.0%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	73.7	62.0%	77.0%	70.9%
Special Education	4.3	3.7%	6.8%	9.3%
Other	20.0	16.8%	8.7%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 '-' Indicates there are no students in the group.
 'n/a' Indicates data reporting is not applicable for this group.
 '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **ROBERT P BRABHAM MIDDLE**

Campus Number: **170904043**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	61%	69%	44%	65%	76%	*	*	-	88%	17%	67%	71%	66%	60%	59%
	2018	69%	64%	68%	93%	55%	72%	*	*	-	78%	38%	40%	67%	70%	60%	54%
At Meets Grade Level or Above	2019	37%	30%	34%	11%	26%	43%	*	*	-	50%	17%	17%	34%	36%	26%	18%
	2018	39%	32%	36%	36%	23%	41%	*	*	-	56%	29%	20%	35%	38%	23%	14%
At Masters Grade Level	2019	18%	11%	12%	7%	8%	14%	*	*	-	38%	0%	17%	12%	13%	9%	2%
	2018	19%	15%	17%	21%	13%	20%	*	*	-	0%	14%	0%	15%	23%	12%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	78%	86%	74%	85%	90%	*	*	-	88%	35%	83%	87%	84%	81%	82%
	2018	77%	80%	87%	80%	82%	89%	*	*	-	90%	65%	100%	86%	87%	80%	84%
At Meets Grade Level or Above	2019	47%	46%	60%	22%	59%	67%	*	*	-	75%	17%	50%	65%	51%	48%	55%
	2018	44%	45%	57%	47%	45%	63%	*	*	-	50%	23%	50%	57%	56%	47%	43%
At Masters Grade Level	2019	21%	17%	25%	4%	18%	31%	*	*	-	38%	9%	17%	26%	21%	14%	10%
	2018	18%	16%	25%	13%	18%	29%	*	*	-	20%	4%	0%	23%	28%	16%	11%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	73%	81%	82%	78%	82%	*	*	-	78%	46%	88%	82%	78%	73%	66%
	2018	74%	71%	81%	40%	83%	83%	-	100%	-	*	32%	*	79%	85%	78%	86%
At Meets Grade Level or Above	2019	49%	40%	47%	55%	35%	53%	*	*	-	44%	31%	38%	48%	46%	31%	23%
	2018	48%	43%	52%	7%	55%	53%	-	100%	-	*	16%	*	51%	55%	47%	50%
At Masters Grade Level	2019	29%	23%	28%	36%	15%	35%	*	*	-	11%	15%	0%	25%	33%	16%	9%
	2018	29%	21%	28%	7%	22%	32%	-	40%	-	*	11%	*	25%	33%	22%	14%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	69%	82%	70%	82%	84%	-	*	-	71%	54%	100%	85%	77%	79%	79%
	2018	72%	67%	80%	64%	85%	78%	-	*	-	*	30%	*	81%	79%	84%	88%
At Meets Grade Level or Above	2019	43%	27%	37%	40%	30%	41%	-	*	-	43%	23%	57%	37%	38%	31%	27%
	2018	40%	30%	45%	43%	49%	41%	-	*	-	*	10%	*	42%	50%	48%	53%
At Masters Grade Level	2019	17%	4%	8%	20%	8%	8%	-	*	-	0%	19%	14%	7%	12%	6%	6%
	2018	18%	7%	9%	7%	7%	9%	-	*	-	*	5%	*	7%	13%	11%	10%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	64%	70%	92%	65%	72%	*	*	-	67%	33%	75%	71%	69%	61%	49%
	2018	69%	66%	74%	53%	73%	76%	-	100%	-	*	20%	*	74%	74%	72%	60%
At Meets Grade Level or Above	2019	42%	32%	38%	33%	27%	44%	*	*	-	44%	30%	0%	39%	37%	26%	11%
	2018	43%	37%	45%	7%	39%	51%	-	60%	-	*	15%	*	46%	43%	43%	33%
At Masters Grade Level	2019	18%	12%	17%	17%	11%	21%	*	*	-	0%	19%	0%	16%	20%	9%	6%
	2018	15%	9%	14%	7%	12%	15%	-	20%	-	*	5%	*	13%	16%	10%	4%

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus STAAR Performance

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	88%	69%	88%	90%	-	100%	-	*	45%	*	89%	86%	84%	84%
	2018	86%	83%	91%	78%	90%	92%	*	*	-	80%	73%	60%	91%	91%	90%	91%
At Meets Grade Level or Above	2019	55%	53%	61%	44%	57%	63%	-	100%	-	*	20%	*	62%	58%	52%	38%
	2018	49%	41%	48%	22%	40%	55%	*	*	-	20%	33%	0%	52%	36%	38%	37%
At Masters Grade Level	2019	28%	25%	33%	13%	27%	36%	-	100%	-	*	5%	*	35%	28%	25%	5%
	2018	27%	21%	27%	0%	18%	37%	*	*	-	0%	13%	0%	31%	18%	17%	14%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	87%	93%	93%	90%	94%	*	-	-	100%	55%	*	94%	91%	90%	86%
	2018	86%	85%	97%	88%	100%	97%	*	100%	-	80%	73%	80%	98%	96%	97%	100%
At Meets Grade Level or Above	2019	57%	56%	71%	60%	65%	75%	*	-	-	80%	25%	*	73%	68%	66%	56%
	2018	51%	49%	74%	53%	74%	78%	*	80%	-	40%	60%	60%	75%	72%	69%	75%
At Masters Grade Level	2019	17%	15%	24%	20%	18%	27%	*	-	-	20%	5%	*	21%	31%	16%	8%
	2018	15%	16%	29%	6%	28%	33%	*	60%	-	0%	20%	20%	30%	26%	21%	25%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	80%	87%	69%	86%	90%	-	100%	-	*	55%	*	87%	88%	85%	78%
	2018	76%	74%	83%	72%	77%	89%	*	*	-	60%	69%	60%	83%	86%	78%	70%
At Meets Grade Level or Above	2019	51%	48%	55%	13%	52%	61%	-	100%	-	*	25%	*	58%	49%	43%	32%
	2018	52%	47%	57%	22%	51%	64%	*	*	-	40%	38%	40%	61%	44%	46%	39%
At Masters Grade Level	2019	25%	22%	29%	13%	25%	32%	-	60%	-	*	5%	*	30%	27%	21%	14%
	2018	28%	22%	27%	0%	16%	36%	*	*	-	20%	19%	20%	28%	22%	15%	15%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	75%	56%	76%	75%	-	100%	-	*	25%	*	78%	68%	70%	65%
	2018	65%	67%	72%	50%	62%	80%	*	*	-	60%	47%	20%	75%	63%	66%	59%
At Meets Grade Level or Above	2019	37%	35%	41%	19%	38%	43%	-	100%	-	*	15%	*	43%	35%	31%	24%
	2018	36%	29%	29%	17%	25%	33%	*	*	-	40%	27%	0%	30%	28%	23%	17%
At Masters Grade Level	2019	21%	15%	18%	13%	15%	18%	-	60%	-	*	5%	*	21%	11%	12%	8%
	2018	21%	14%	13%	0%	10%	16%	*	*	-	0%	7%	0%	14%	10%	7%	9%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	79%	100%	*	100%	100%	-	100%	-	-	-	*	100%	100%	100%	*
	2018	83%	78%	100%	*	100%	100%	-	*	-	-	-	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	46%	100%	*	100%	100%	-	100%	-	-	-	*	100%	100%	100%	*
	2018	55%	49%	99%	*	100%	99%	-	*	-	-	-	*	99%	100%	100%	100%
At Masters Grade Level	2019	37%	25%	90%	*	95%	89%	-	100%	-	-	-	*	93%	82%	88%	*
	2018	32%	27%	85%	*	96%	81%	-	*	-	-	-	*	85%	88%	90%	90%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	82%	70%	80%	84%	55%	96%	-	78%	40%	88%	83%	79%	76%	72%
	2018	77%	75%	82%	69%	79%	85%	83%	93%	-	80%	49%	65%	82%	82%	79%	77%
At Meets Grade Level or Above	2019	50%	45%	52%	30%	45%	57%	36%	92%	-	53%	23%	40%	53%	48%	41%	33%

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus STAAR Performance

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	48%	45%	51%	29%	46%	56%	67%	72%	-	49%	26%	33%	52%	49%	44%	41%
	2019	24%	19%	24%	14%	18%	28%	9%	72%	-	20%	10%	15%	25%	23%	16%	8%
	2018	22%	18%	24%	8%	18%	29%	0%	38%	-	16%	10%	7%	24%	23%	16%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	79%	59%	77%	83%	60%	100%	-	80%	36%	82%	81%	76%	72%	68%
	2018	74%	72%	80%	70%	77%	82%	*	100%	-	81%	45%	57%	79%	81%	76%	78%
	2019	48%	43%	47%	30%	40%	53%	20%	86%	-	50%	23%	35%	48%	46%	36%	25%
At Meets Grade Level or Above	2018	46%	41%	45%	21%	40%	49%	*	78%	-	50%	25%	21%	46%	43%	36%	34%
	2019	21%	17%	24%	15%	17%	29%	0%	86%	-	25%	7%	12%	24%	24%	16%	5%
	2018	19%	16%	24%	9%	18%	29%	*	22%	-	13%	13%	0%	24%	25%	17%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	89%	80%	87%	91%	40%	100%	-	85%	48%	94%	90%	86%	84%	83%
	2018	81%	81%	90%	79%	90%	91%	*	100%	-	88%	56%	87%	91%	89%	88%	91%
	2019	52%	49%	62%	39%	57%	68%	40%	100%	-	65%	22%	59%	65%	56%	52%	49%
At Meets Grade Level or Above	2018	50%	49%	65%	50%	60%	68%	*	89%	-	47%	28%	53%	65%	63%	58%	60%
	2019	26%	23%	27%	13%	22%	31%	20%	86%	-	20%	12%	18%	27%	26%	17%	10%
	2018	24%	21%	30%	13%	25%	34%	*	67%	-	18%	8%	13%	31%	28%	22%	21%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	70%	92%	65%	72%	*	*	-	67%	33%	75%	71%	69%	61%	49%
	2018	66%	65%	74%	53%	73%	76%	-	100%	-	*	20%	*	74%	74%	72%	60%
	2019	38%	31%	38%	33%	27%	44%	*	*	-	44%	30%	0%	39%	37%	26%	11%
At Meets Grade Level or Above	2018	41%	38%	45%	7%	39%	51%	-	60%	-	*	15%	*	46%	43%	43%	33%
	2019	14%	10%	17%	17%	11%	21%	*	*	-	0%	19%	0%	16%	20%	9%	6%
	2018	13%	8%	14%	7%	12%	15%	-	20%	-	*	5%	*	13%	16%	10%	4%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	87%	69%	86%	90%	-	100%	-	*	55%	*	87%	88%	85%	78%
	2018	80%	77%	83%	72%	77%	89%	*	*	-	60%	69%	60%	83%	86%	78%	70%
	2019	54%	51%	55%	13%	52%	61%	-	100%	-	*	25%	*	58%	49%	43%	32%
At Meets Grade Level or Above	2018	51%	46%	57%	22%	51%	64%	*	*	-	40%	38%	40%	61%	44%	46%	39%
	2019	25%	20%	29%	13%	25%	32%	-	60%	-	*	5%	*	30%	27%	21%	14%
	2018	23%	18%	27%	0%	16%	36%	*	*	-	20%	19%	20%	28%	22%	15%	15%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	75%	56%	76%	75%	-	100%	-	*	25%	*	78%	68%	70%	65%
	2018	78%	79%	72%	50%	62%	80%	*	*	-	60%	47%	20%	75%	63%	66%	59%
	2019	55%	52%	41%	19%	38%	43%	-	100%	-	*	15%	*	43%	35%	31%	24%
At Meets Grade Level or Above	2018	53%	48%	29%	17%	25%	33%	*	*	-	40%	27%	0%	30%	28%	23%	17%
	2019	33%	27%	18%	13%	15%	18%	-	60%	-	*	5%	*	21%	11%	12%	8%
	2018	31%	24%	13%	0%	10%	16%	*	*	-	0%	7%	0%	14%	10%	7%	9%

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	34	38	25	33	43	*	*	-	57	20	50	39	38	37	34
	2018	47	38	38	75	28	41	*	*	-	28	26	30	36	44	34	20
Grade 6 Mathematics	2019	54	43	49	46	37	56	*	*	-	43	28	40	48	50	40	34
	2018	56	55	66	81	58	69	*	*	-	65	48	42	63	75	62	54
Grade 7 ELA/Reading	2019	77	75	80	68	82	78	*	*	-	89	86	75	81	77	76	79
	2018	76	70	73	57	77	71	-	80	-	*	42	*	71	78	74	81
Grade 7 Mathematics	2019	62	56	65	60	67	65	-	*	-	43	56	86	61	73	64	69
	2018	67	61	67	54	65	70	-	*	-	*	75	*	66	69	70	77
Grade 8 ELA/Reading	2019	77	77	79	91	78	77	-	100	-	*	83	*	78	81	76	72
	2018	79	84	84	78	81	87	-	*	-	90	87	*	84	86	85	83
Grade 8 Mathematics	2019	82	75	78	93	75	78	*	-	-	90	80	*	74	90	79	79
	2018	81	78	85	77	91	83	-	90	-	80	80	*	84	88	89	91
End of Course Algebra I	2019	75	62	99	*	100	99	-	100	-	-	-	*	99	100	100	*
	2018	72	70	96	*	100	94	-	*	-	-	-	*	96	94	100	100
All Grades Both Subjects	2019	69	66	67	59	64	69	40	100	-	67	58	70	66	69	62	58
	2018	69	69	71	71	69	72	*	72	-	62	58	63	69	74	70	70
All Grades ELA/Reading	2019	68	66	66	54	65	67	40	100	-	79	63	69	66	65	62	58
	2018	69	68	65	70	64	66	*	56	-	56	50	58	64	69	65	64
All Grades Mathematics	2019	70	66	67	64	63	71	40	100	-	55	54	72	65	72	62	58
	2018	70	69	76	72	75	77	*	89	-	68	66	68	75	79	76	76

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	39%	43%	20%	46%	46%	*	-	-	33%	16%	37%	35%
	2018	38%	37%	43%	40%	39%	46%	-	-	-	*	26%	38%	35%
Mathematics	2019	45%	48%	48%	63%	34%	57%	*	-	-	*	23%	42%	38%
	2018	47%	48%	66%	62%	81%	58%	-	-	-	*	34%	70%	80%
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	2%	7%	0%	8%	8%	-	-	-	-	0%	4%	14%
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	9%	10%	-	*	20%	*	-	-	-	0%	0%	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	82%	63%	83%	83%	-	100%	-	*	24%	78%	55%
Students Requiring Accelerated Instruction														
	2019	22%	24%	18%	38%	17%	17%	-	0%	-	*	76%	22%	45%
STAAR Cumulative Met Standard														
	2019	85%	84%	88%	69%	88%	90%	-	100%	-	*	35%	83%	75%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	83%	91%	87%	89%	92%	*	-	-	*	35%	89%	70%
Students Requiring Accelerated Instruction														
	2019	18%	17%	9%	13%	11%	8%	*	-	-	*	65%	11%	30%
STAAR Cumulative Met Standard														
	2019	88%	88%	93%	93%	90%	94%	*	-	-	*	47%	90%	75%

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 931
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	82%	-	-	-	-	-	61%	61%	-	42%	61%	59%
	2018	77%	75%	82%	-	-	-	-	-	62%	62%	-	17%	62%	61%
At Meets Grade Level or Above	2019	50%	45%	52%	-	-	-	-	-	18%	18%	-	25%	18%	19%
	2018	48%	45%	51%	-	-	-	-	-	25%	25%	-	0%	25%	24%
At Masters Grade Level	2019	24%	19%	24%	-	-	-	-	-	3%	3%	-	0%	3%	2%
	2018	22%	18%	24%	-	-	-	-	-	6%	6%	-	0%	6%	6%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	79%	-	-	-	-	-	58%	58%	-	*	58%	57%
	2018	74%	72%	80%	-	-	-	-	-	60%	60%	-	*	60%	60%
At Meets Grade Level or Above	2019	48%	43%	47%	-	-	-	-	-	14%	14%	-	*	14%	14%
	2018	46%	41%	45%	-	-	-	-	-	22%	22%	-	*	22%	21%
At Masters Grade Level	2019	21%	17%	24%	-	-	-	-	-	2%	2%	-	*	2%	1%
	2018	19%	16%	24%	-	-	-	-	-	4%	4%	-	*	4%	4%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	89%	-	-	-	-	-	71%	71%	-	*	71%	71%
	2018	81%	81%	90%	-	-	-	-	-	84%	84%	-	*	84%	83%
At Meets Grade Level or Above	2019	52%	49%	62%	-	-	-	-	-	33%	33%	-	*	33%	34%
	2018	50%	49%	65%	-	-	-	-	-	40%	40%	-	*	40%	39%
At Masters Grade Level	2019	26%	23%	27%	-	-	-	-	-	5%	5%	-	*	5%	4%
	2018	24%	21%	30%	-	-	-	-	-	10%	10%	-	*	10%	10%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	70%	-	-	-	-	-	40%	40%	-	-	40%	40%
	2018	66%	65%	74%	-	-	-	-	-	26%	26%	-	*	26%	25%
At Meets Grade Level or Above	2019	38%	31%	38%	-	-	-	-	-	12%	12%	-	-	12%	12%
	2018	41%	38%	45%	-	-	-	-	-	11%	11%	-	*	11%	10%
At Masters Grade Level	2019	14%	10%	17%	-	-	-	-	-	4%	4%	-	-	4%	4%
	2018	13%	8%	14%	-	-	-	-	-	0%	0%	-	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	87%	-	-	-	-	-	68%	68%	-	*	68%	62%
	2018	80%	77%	83%	-	-	-	-	-	57%	57%	-	*	57%	54%
At Meets Grade Level or Above	2019	54%	51%	55%	-	-	-	-	-	5%	5%	-	*	5%	5%
	2018	51%	46%	57%	-	-	-	-	-	17%	17%	-	*	17%	17%
At Masters Grade Level	2019	25%	20%	29%	-	-	-	-	-	0%	0%	-	*	0%	0%
	2018	23%	18%	27%	-	-	-	-	-	4%	4%	-	*	4%	4%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	75%	-	-	-	-	-	53%	53%	-	*	53%	48%
	2018	78%	79%	72%	-	-	-	-	-	39%	39%	-	*	39%	38%
At Meets Grade Level or Above	2019	55%	52%	41%	-	-	-	-	-	5%	5%	-	*	5%	5%
	2018	53%	48%	29%	-	-	-	-	-	9%	9%	-	*	9%	8%
At Masters Grade Level	2019	33%	27%	18%	-	-	-	-	-	0%	0%	-	*	0%	0%
	2018	31%	24%	13%	-	-	-	-	-	4%	4%	-	*	4%	4%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	66%	67%	-	-	-	-	-	63%	63%	-	75%	63%	64%
	2018	69%	69%	71%	-	-	-	-	-	67%	67%	-	*	67%	68%
All Grades ELA/Reading	2019	68%	66%	66%	-	-	-	-	-	63%	63%	-	*	63%	64%
	2018	69%	68%	65%	-	-	-	-	-	61%	61%	-	*	61%	62%
All Grades Mathematics	2019	70%	66%	67%	-	-	-	-	-	63%	63%	-	*	63%	64%

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 931
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	69%	76%	-	-	-	-	-	73%	73%	-	*	73%	73%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	39%	43%	-	-	-	-	-	36%	36%	-	*	36%	35%
	2018	38%	37%	43%	-	-	-	-	-	36%	36%	-	*	36%	35%
Mathematics	2019	45%	48%	48%	-	-	-	-	-	33%	33%	-	*	33%	38%
	2018	47%	48%	66%	-	-	-	-	-	86%	86%	-	*	86%	80%

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 889
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	94%	92%	94%	94%	100%	100%	-	96%	91%	94%	95%
Not Included in Accountability													
Mobile	4%	5%	6%	8%	6%	5%	0%	0%	-	4%	9%	6%	5%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	96%	92%	97%	95%	100%	100%	-	100%	92%	96%	93%
Not Included in Accountability													
Mobile	4%	6%	4%	8%	1%	5%	0%	0%	-	0%	7%	3%	2%
Other Exclusions	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	2%	1%	5%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.3%	96.8%	97.4%	97.1%	96.5%	*	98.0%	-	96.8%	96.2%	96.5%	97.2%
2017-18	95.4%	95.0%	96.1%	96.6%	96.7%	95.7%	*	98.1%	-	97.2%	94.9%	95.7%	96.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	7.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	88.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	88.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	450	355,615
By Ethnicity:				
African American	-	-	37	43,953
Hispanic	-	-	159	180,673
White	-	-	231	105,577
American Indian	-	-	1	1,293
Asian	-	-	7	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	15	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	58	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	391	285,538
Special Education Graduates	-	-	22	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	38	25,189
At-Risk Graduates	-	-	169	146,432

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	64.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	42.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	38.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	37.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	26.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	38.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	44.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	28.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	56.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	14.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	27.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	52.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	51.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	35.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1040	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	535	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	505	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	28.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	12.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	18.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	15.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	45.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

Student Information	Membership				Enrollment			
	Campus Count	Campus Percent	District	State	Campus Count	Campus Percent	District	State
Total Students	931	100.0%	7,813	5,479,173	931	100.0%	7,865	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.6%	0.3%	0	0.0%	0.8%	0.5%
Pre-Kindergarten	0	0.0%	2.2%	4.5%	0	0.0%	2.2%	4.5%
Kindergarten	0	0.0%	7.8%	7.0%	0	0.0%	7.8%	7.0%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 2	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 3	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 4	0	0.0%	8.1%	7.3%	0	0.0%	8.1%	7.3%
Grade 5	0	0.0%	8.1%	7.6%	0	0.0%	8.0%	7.6%
Grade 6	315	33.8%	7.6%	7.7%	315	33.8%	7.5%	7.7%
Grade 7	309	33.2%	7.8%	7.7%	309	33.2%	7.8%	7.7%
Grade 8	307	33.0%	7.6%	7.5%	307	33.0%	7.6%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	8.4%	7.4%	0	0.0%	8.4%	7.4%
Grade 11	0	0.0%	5.9%	6.9%	0	0.0%	5.9%	6.9%
Grade 12	0	0.0%	5.7%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	59	6.3%	7.0%	12.6%	59	6.3%	7.0%	12.6%
Hispanic	282	30.3%	37.2%	52.8%	282	30.3%	37.3%	52.8%
White	552	59.3%	51.8%	27.0%	552	59.3%	51.7%	27.0%
American Indian	7	0.8%	0.4%	0.4%	7	0.8%	0.4%	0.4%
Asian	6	0.6%	0.5%	4.6%	6	0.6%	0.5%	4.6%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	24	2.6%	3.0%	2.5%	24	2.6%	3.0%	2.5%
Sex:								
Female	436	46.8%	48.9%	48.8%	436	46.8%	48.8%	48.8%
Male	495	53.2%	51.1%	51.2%	495	53.2%	51.2%	51.2%
Economically Disadvantaged	474	50.9%	60.7%	60.3%	474	50.9%	60.8%	60.2%
Non-Educationally Disadvantaged	457	49.1%	39.3%	39.7%	457	49.1%	39.2%	39.8%
Section 504 Students	90	9.7%	6.5%	6.9%	90	9.7%	6.5%	6.9%
English Learners (EL)	90	9.7%	14.8%	20.3%	90	9.7%	14.8%	20.3%
Students w/ Disciplinary Placements (2018-19)	32	3.2%	1.9%	1.5%				
Students w/ Dyslexia	41	4.4%	3.2%	4.1%	41	4.4%	3.2%	4.1%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	2	0.2%	0.6%	1.4%	2	0.2%	0.6%	1.4%
Immigrant	0	0.0%	0.3%	2.3%	0	0.0%	0.3%	2.3%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	0	0.0%	35.4%	65.1%	0	0.0%	35.2%	65.1%
Military Connected	0	0.0%	0.6%	1.9%	0	0.0%	0.5%	1.9%
At-Risk	423	45.4%	50.6%	50.6%	423	45.4%	50.6%	50.5%

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

<u>Student Information</u>	<u>Membership</u>				<u>Enrollment</u>			
	<u>Campus</u>	<u>Percent</u>	<u>District</u>	<u>State</u>	<u>Campus</u>	<u>Percent</u>	<u>District</u>	<u>State</u>
Students by Instructional Program:								
Bilingual/ESL Education	79	8.5%	13.9%	20.6%	79	8.5%	13.9%	20.6%
Career & Technical Education	0	0.0%	22.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.1%	50.8%	0	-	38.9%	50.8%
Gifted & Talented Education	103	11.1%	5.3%	8.1%	103	11.1%	5.3%	8.1%
Special Education	91	9.8%	9.5%	10.5%	91	9.8%	9.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	91							
By Type of Primary Disability								
Students with Intellectual Disabilities	51	56.0%	38.6%	42.4%				
Students with Physical Disabilities	*	*	21.3%	21.4%				
Students with Autism	20	22.0%	18.5%	13.8%				
Students with Behavioral Disabilities	**	**	19.8%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.5%				
Mobility (2018-19):								
Total Mobile Students	148	15.0%	17.7%	15.3%				
By Ethnicity:								
African American	15	1.5%						
Hispanic	42	4.3%						
White	87	8.8%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	4	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	80	13.3%						

<u>Student Information</u>	<u>Non-Special Education Rates</u>			<u>Special Education Rates</u>		
	<u>Campus</u>	<u>District</u>	<u>State</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	6.0%	5.5%
Grade 1	-	1.6%	2.9%	-	1.6%	4.9%
Grade 2	-	0.2%	1.6%	-	1.4%	2.0%
Grade 3	-	0.2%	0.9%	-	0.0%	0.8%
Grade 4	-	0.2%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	1.4%	0.8%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.4%	0.2%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	6.9%	7.8%	-	11.5%	13.1%

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.7	19.0
Grade 1	-	20.1	18.9
Grade 2	-	19.8	18.8
Grade 3	-	20.9	19.0
Grade 4	-	20.7	19.2
Grade 5	-	21.1	20.9
Grade 6	21.3	19.9	20.4
Secondary:			
English/Language Arts	15.8	16.0	16.4
Foreign Languages	29.0	22.5	18.7
Mathematics	15.4	16.5	17.8
Science	17.7	18.2	18.8
Social Studies	17.3	17.6	19.3

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	64.9	100.0%	100.0%	100.0%
Professional Staff:	56.2	86.6%	57.3%	63.7%
Teachers	47.0	72.5%	44.3%	49.4%
Professional Support	6.2	9.5%	9.4%	10.2%
Campus Administration (School Leadership)	3.0	4.6%	2.9%	3.0%
Educational Aides:	8.7	13.4%	10.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	12.0	12,901.0
Part-time	1.0	n/a	2.0	1,103.0
Total Minority Staff:	17.9	27.6%	26.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	6.4%	3.8%	10.8%
Hispanic	6.0	12.8%	12.6%	28.1%
White	36.0	76.6%	82.7%	57.7%
American Indian	1.0	2.1%	0.5%	0.3%
Asian	1.0	2.1%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	10.3	21.9%	18.0%	23.8%
Females	36.7	78.1%	82.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.3%
Bachelors	37.3	79.3%	81.0%	73.4%
Masters	9.7	20.7%	17.5%	24.5%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.0	10.6%	4.7%	7.4%
1-5 Years Experience	14.0	29.8%	28.4%	27.9%
6-10 Years Experience	12.9	27.5%	22.9%	19.4%
11-20 Years Experience	7.8	16.6%	26.8%	29.4%
Over 20 Years Experience	7.3	15.5%	17.1%	15.9%
Number of Students per Teacher	19.8	n/a	17.8	15.1

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	3.5	6.2
Average Years Experience of Principals with District	1.0	3.5	5.3
Average Years Experience of Assistant Principals	6.5	6.8	5.3
Average Years Experience of Assistant Principals with District	4.0	4.6	4.7
Average Years Experience of Teachers:	9.8	11.2	11.1
Average Years Experience of Teachers with District:	4.8	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$50,240	\$49,184	\$49,868
1-5 Years Experience	\$51,619	\$51,855	\$52,823
6-10 Years Experience	\$55,171	\$55,066	\$55,756
11-20 Years Experience	\$59,769	\$59,315	\$59,308
Over 20 Years Experience	\$66,367	\$66,290	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$56,091	\$56,937	\$57,091
Professional Support	\$69,666	\$67,371	\$67,352
Campus Administration (School Leadership)	\$80,026	\$82,450	\$82,512
Instructional Staff Percent:	n/a	60.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.7	6,309.0

District Name: WILLIS ISD
 Campus Name: ROBERT P BRABHAM MIDDLE
 Campus Number: 170904043

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 931
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	1.7%	2.5%	6.5%
Career & Technical Education	0.0	0.0%	4.5%	5.0%
Compensatory Education	0.0	0.0%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	32.5	69.1%	77.0%	70.9%
Special Education	3.8	8.1%	6.8%	9.3%
Other	9.9	21.1%	8.7%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 '-' Indicates there are no students in the group.
 'n/a' Indicates data reporting is not applicable for this group.
 '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **LYNN LUCAS MIDDLE**

Campus Number: **170904042**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	61%	51%	33%	52%	55%	*	-	*	0%	23%	*	51%	52%	46%	43%
	2018	69%	64%	58%	47%	56%	64%	*	-	-	40%	50%	*	59%	57%	55%	46%
At Meets Grade Level or Above	2019	37%	30%	25%	6%	24%	30%	*	-	*	0%	17%	*	23%	30%	22%	15%
	2018	39%	32%	28%	29%	22%	35%	*	-	-	10%	33%	*	29%	24%	25%	15%
At Masters Grade Level	2019	18%	11%	11%	6%	13%	10%	*	-	*	0%	0%	*	9%	14%	11%	7%
	2018	19%	15%	12%	12%	8%	17%	*	-	-	0%	17%	*	14%	8%	11%	7%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	78%	69%	56%	72%	68%	*	-	*	67%	37%	*	70%	67%	65%	69%
	2018	77%	80%	73%	88%	71%	71%	*	-	-	80%	35%	*	75%	68%	70%	67%
At Meets Grade Level or Above	2019	47%	46%	32%	11%	31%	35%	*	-	*	0%	23%	*	31%	32%	29%	22%
	2018	44%	45%	33%	47%	25%	38%	*	-	-	30%	30%	*	34%	29%	31%	18%
At Masters Grade Level	2019	21%	17%	9%	0%	11%	9%	*	-	*	0%	7%	*	8%	11%	8%	6%
	2018	18%	16%	6%	12%	6%	4%	*	-	-	0%	10%	*	8%	1%	6%	6%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	73%	65%	60%	65%	67%	*	*	-	73%	30%	*	70%	57%	62%	56%
	2018	74%	71%	60%	43%	59%	64%	*	*	-	53%	42%	17%	58%	64%	56%	49%
At Meets Grade Level or Above	2019	49%	40%	33%	35%	26%	42%	*	*	-	18%	20%	*	37%	26%	30%	18%
	2018	48%	43%	32%	22%	28%	40%	*	*	-	33%	37%	17%	30%	37%	25%	27%
At Masters Grade Level	2019	29%	23%	18%	15%	12%	25%	*	*	-	9%	15%	*	21%	12%	16%	10%
	2018	29%	21%	14%	9%	12%	17%	*	*	-	20%	16%	0%	12%	19%	10%	8%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	69%	58%	67%	56%	57%	*	*	-	75%	21%	*	57%	58%	55%	55%
	2018	72%	67%	54%	40%	49%	60%	*	*	-	57%	32%	33%	54%	54%	51%	51%
At Meets Grade Level or Above	2019	43%	27%	17%	13%	17%	17%	*	*	-	25%	21%	*	19%	14%	14%	18%
	2018	40%	30%	16%	13%	11%	20%	*	*	-	14%	32%	0%	14%	19%	11%	12%
At Masters Grade Level	2019	17%	4%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
	2018	18%	7%	5%	0%	1%	8%	*	*	-	7%	5%	0%	3%	7%	2%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	64%	58%	40%	57%	62%	*	*	-	64%	20%	*	62%	48%	56%	47%
	2018	69%	66%	57%	39%	61%	58%	*	*	-	47%	32%	0%	57%	56%	51%	56%
At Meets Grade Level or Above	2019	42%	32%	25%	25%	22%	28%	*	*	-	18%	10%	*	33%	10%	24%	16%
	2018	43%	37%	28%	26%	24%	33%	*	*	-	20%	26%	0%	28%	28%	23%	19%
At Masters Grade Level	2019	18%	12%	7%	5%	6%	9%	*	*	-	0%	5%	*	9%	2%	8%	2%
	2018	15%	9%	4%	0%	2%	5%	*	*	-	13%	5%	0%	5%	2%	3%	2%

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	81%	55%	90%	80%	-	*	-	64%	45%	40%	81%	82%	80%	87%
	2018	86%	83%	75%	67%	75%	78%	*	-	-	55%	21%	*	77%	71%	72%	63%
At Meets Grade Level or Above	2019	55%	53%	45%	36%	42%	52%	-	*	-	43%	30%	0%	43%	50%	38%	30%
	2018	49%	41%	35%	19%	33%	38%	*	-	-	36%	11%	*	35%	34%	31%	18%
At Masters Grade Level	2019	28%	25%	17%	14%	14%	19%	-	*	-	29%	5%	0%	16%	20%	14%	6%
	2018	27%	21%	15%	5%	14%	18%	*	-	-	18%	7%	*	15%	16%	14%	8%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	87%	81%	45%	90%	83%	*	*	-	63%	52%	67%	83%	76%	79%	90%
	2018	86%	85%	72%	73%	72%	74%	*	-	-	50%	20%	*	73%	71%	66%	67%
At Meets Grade Level or Above	2019	57%	56%	39%	25%	36%	46%	*	*	-	25%	29%	17%	40%	35%	37%	29%
	2018	51%	49%	24%	31%	22%	26%	*	-	-	10%	10%	*	23%	26%	22%	19%
At Masters Grade Level	2019	17%	15%	4%	5%	3%	6%	*	*	-	0%	0%	0%	3%	7%	4%	2%
	2018	15%	16%	2%	0%	3%	2%	*	-	-	0%	0%	*	2%	2%	2%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	80%	72%	59%	70%	77%	-	*	-	64%	55%	60%	70%	75%	69%	65%
	2018	76%	74%	64%	52%	62%	70%	*	-	-	45%	17%	*	64%	66%	62%	50%
At Meets Grade Level or Above	2019	51%	48%	41%	32%	33%	52%	-	*	-	36%	40%	20%	39%	45%	36%	20%
	2018	52%	47%	35%	19%	26%	46%	*	-	-	18%	10%	*	37%	32%	31%	14%
At Masters Grade Level	2019	25%	22%	15%	14%	10%	20%	-	*	-	14%	15%	0%	13%	21%	11%	6%
	2018	28%	22%	17%	5%	10%	25%	*	-	-	9%	3%	*	18%	16%	15%	6%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	64%	45%	64%	69%	-	*	-	50%	35%	20%	64%	66%	62%	59%
	2018	65%	67%	62%	53%	60%	65%	*	-	-	55%	24%	*	63%	62%	61%	47%
At Meets Grade Level or Above	2019	37%	35%	29%	27%	21%	38%	-	*	-	21%	25%	0%	28%	32%	23%	13%
	2018	36%	29%	29%	16%	23%	35%	*	-	-	27%	10%	*	28%	31%	25%	14%
At Masters Grade Level	2019	21%	15%	12%	9%	8%	16%	-	*	-	14%	15%	0%	9%	18%	9%	2%
	2018	21%	14%	14%	5%	11%	18%	*	-	-	18%	10%	*	14%	17%	12%	6%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	79%	100%	100%	100%	100%	-	-	-	*	-	-	100%	100%	100%	100%
	2018	83%	78%	100%	*	100%	100%	-	-	-	*	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	46%	75%	50%	89%	70%	-	-	-	*	-	-	74%	79%	73%	78%
	2018	55%	49%	81%	*	84%	83%	-	-	-	*	-	-	81%	77%	79%	100%
At Masters Grade Level	2019	37%	25%	38%	0%	44%	41%	-	-	-	*	-	-	35%	47%	33%	44%
	2018	32%	27%	39%	*	32%	45%	-	-	-	*	-	-	39%	38%	34%	50%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	68%	53%	69%	70%	63%	64%	*	60%	35%	50%	69%	65%	65%	63%
	2018	77%	75%	65%	57%	64%	69%	92%	67%	-	54%	28%	48%	66%	64%	62%	56%
At Meets Grade Level or Above	2019	50%	45%	33%	25%	30%	39%	63%	9%	*	25%	24%	18%	34%	31%	29%	21%

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus STAAR Performance

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	48%	45%	31%	25%	26%	37%	23%	17%	-	23%	20%	23%	31%	30%	27%	19%
	2019	24%	19%	11%	8%	10%	14%	25%	0%	-	10%	7%	5%	11%	12%	10%	5%
	2018	22%	18%	11%	5%	8%	14%	15%	0%	-	11%	8%	6%	11%	10%	9%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	66%	50%	69%	66%	*	*	*	55%	31%	46%	67%	63%	63%	60%
	2018	74%	72%	65%	52%	63%	70%	*	*	-	50%	35%	50%	65%	64%	61%	52%
	2019	48%	43%	34%	27%	30%	41%	*	*	*	26%	21%	15%	34%	35%	30%	20%
At Meets Grade Level or Above	2018	46%	41%	32%	23%	27%	38%	*	*	-	28%	25%	20%	32%	32%	27%	20%
	2019	21%	17%	15%	12%	13%	18%	*	*	*	16%	6%	15%	15%	15%	14%	8%
	2018	19%	16%	14%	8%	11%	17%	*	*	-	14%	12%	10%	14%	15%	12%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	73%	61%	76%	73%	*	*	*	68%	37%	62%	75%	70%	70%	72%
	2018	81%	81%	70%	70%	68%	73%	*	*	-	64%	28%	60%	72%	67%	66%	64%
	2019	52%	49%	34%	21%	34%	38%	*	*	*	23%	24%	31%	36%	31%	31%	26%
At Meets Grade Level or Above	2018	50%	49%	30%	31%	25%	35%	*	*	-	19%	22%	30%	31%	28%	27%	20%
	2019	26%	23%	8%	2%	8%	9%	*	*	*	3%	3%	0%	7%	9%	7%	5%
	2018	24%	21%	7%	3%	6%	9%	*	*	-	6%	4%	0%	8%	5%	6%	4%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	58%	40%	57%	62%	*	*	-	64%	20%	*	62%	48%	56%	47%
	2018	66%	65%	57%	39%	61%	58%	*	*	-	47%	32%	0%	57%	56%	51%	56%
	2019	38%	31%	25%	25%	22%	28%	*	*	-	18%	10%	*	33%	10%	24%	16%
At Meets Grade Level or Above	2018	41%	38%	28%	26%	24%	33%	*	*	-	20%	26%	0%	28%	28%	23%	19%
	2019	14%	10%	7%	5%	6%	9%	*	*	-	0%	5%	*	9%	2%	8%	2%
	2018	13%	8%	4%	0%	2%	5%	*	*	-	13%	5%	0%	5%	2%	3%	2%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	72%	59%	70%	77%	-	*	-	64%	55%	60%	70%	75%	69%	65%
	2018	80%	77%	64%	52%	62%	70%	*	-	-	45%	17%	*	64%	66%	62%	50%
	2019	54%	51%	41%	32%	33%	52%	-	*	-	36%	40%	20%	39%	45%	36%	20%
At Meets Grade Level or Above	2018	51%	46%	35%	19%	26%	46%	*	-	-	18%	10%	*	37%	32%	31%	14%
	2019	25%	20%	15%	14%	10%	20%	-	*	-	14%	15%	0%	13%	21%	11%	6%
	2018	23%	18%	17%	5%	10%	25%	*	-	-	9%	3%	*	18%	16%	15%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	64%	45%	64%	69%	-	*	-	50%	35%	20%	64%	66%	62%	59%
	2018	78%	79%	62%	53%	60%	65%	*	-	-	55%	24%	*	63%	62%	61%	47%
	2019	55%	52%	29%	27%	21%	38%	-	*	-	21%	25%	0%	28%	32%	23%	13%
At Meets Grade Level or Above	2018	53%	48%	29%	16%	23%	35%	*	-	-	27%	10%	*	28%	31%	25%	14%
	2019	33%	27%	12%	9%	8%	16%	-	*	-	14%	15%	0%	9%	18%	9%	2%
	2018	31%	24%	14%	5%	11%	18%	*	-	-	18%	10%	*	14%	17%	12%	6%

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	34	28	17	30	30	*	-	*	17	36	*	26	35	29	22
	2018	47	38	39	24	40	41	*	-	-	15	44	*	41	33	40	37
Grade 6 Mathematics	2019	54	43	38	42	37	38	*	-	*	33	40	*	38	36	36	32
	2018	56	55	42	59	36	44	*	-	-	45	45	*	40	45	43	33
Grade 7 ELA/Reading	2019	77	75	70	74	69	70	*	*	-	80	42	*	70	70	72	69
	2018	76	70	67	57	73	63	*	*	-	70	74	33	68	65	64	72
Grade 7 Mathematics	2019	62	56	49	50	51	45	-	*	-	79	44	*	51	45	47	48
	2018	67	61	56	61	54	55	*	*	-	64	42	25	61	46	55	57
Grade 8 ELA/Reading	2019	77	77	76	67	82	73	-	*	-	62	61	60	78	70	76	75
	2018	79	84	84	95	85	81	*	-	-	90	73	*	85	83	84	84
Grade 8 Mathematics	2019	82	75	72	58	80	67	*	*	-	60	53	75	72	71	72	86
	2018	81	78	70	66	67	71	*	-	-	100	61	*	69	73	67	68
End of Course Algebra I	2019	75	62	79	71	89	73	-	-	-	*	-	-	79	79	75	83
	2018	72	70	87	*	96	83	-	-	-	*	-	-	86	95	87	100
All Grades Both Subjects	2019	69	66	57	53	60	54	*	58	*	59	45	58	57	56	56	54
	2018	69	69	61	62	60	62	88	*	-	64	58	48	62	59	60	57
All Grades ELA/Reading	2019	68	66	58	53	61	56	*	*	*	59	45	58	58	59	59	54
	2018	69	68	64	60	65	64	*	*	-	60	65	50	65	60	63	62
All Grades Mathematics	2019	70	66	55	53	59	52	*	*	*	60	45	58	57	53	54	54
	2018	70	69	59	63	55	60	*	*	-	69	51	45	59	57	58	52

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	39%	33%	26%	42%	26%	-	*	-	29%	9%	33%	33%
	2018	38%	37%	29%	24%	31%	31%	*	-	-	*	*	29%	24%
Mathematics	2019	45%	48%	42%	25%	51%	36%	-	*	-	44%	13%	40%	40%
	2018	47%	48%	36%	45%	33%	37%	*	*	-	*	*	29%	33%
Student Success Initiative														
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	9%	8%	*	10%	10%	-	-	-	*	0%	10%	17%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	69%	45%	74%	72%	-	*	-	54%	19%	66%	56%
Students Requiring Accelerated Instruction														
	2019	22%	24%	31%	55%	26%	28%	-	*	-	46%	81%	34%	44%
STAAR Cumulative Met Standard														
	2019	85%	84%	81%	55%	90%	79%	-	*	-	62%	31%	80%	78%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	100%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	83%	73%	45%	78%	75%	*	*	-	67%	47%	73%	76%
Students Requiring Accelerated Instruction														
	2019	18%	17%	27%	55%	22%	25%	*	*	-	33%	53%	27%	24%
STAAR Cumulative Met Standard														
	2019	88%	88%	81%	45%	90%	83%	*	*	-	67%	47%	78%	85%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	100%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%

District Name: WILLIS ISD
Campus Name: LYNN LUCAS MIDDLE
Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 858
Grade Span: 06 - 08
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	68%	-	-	-	-	-	54%	0%	55%	50%	54%	54%
	2018	77%	75%	65%	-	-	-	-	-	46%	46%	-	14%	46%	44%
At Meets Grade Level or Above	2019	50%	45%	33%	-	-	-	-	-	15%	0%	15%	6%	15%	14%
	2018	48%	45%	31%	-	-	-	-	-	9%	9%	-	0%	9%	9%
At Masters Grade Level	2019	24%	19%	11%	-	-	-	-	-	2%	0%	2%	0%	2%	2%
	2018	22%	18%	11%	-	-	-	-	-	2%	2%	-	0%	2%	1%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	66%	-	-	-	-	-	50%	*	50%	50%	50%	50%
	2018	74%	72%	65%	-	-	-	-	-	40%	40%	-	20%	40%	39%
At Meets Grade Level or Above	2019	48%	43%	34%	-	-	-	-	-	10%	*	10%	17%	10%	10%
	2018	46%	41%	32%	-	-	-	-	-	9%	9%	-	0%	9%	9%
At Masters Grade Level	2019	21%	17%	15%	-	-	-	-	-	4%	*	4%	0%	4%	4%
	2018	19%	16%	14%	-	-	-	-	-	2%	2%	-	0%	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	73%	-	-	-	-	-	64%	*	65%	50%	64%	63%
	2018	81%	81%	70%	-	-	-	-	-	59%	59%	-	20%	59%	57%
At Meets Grade Level or Above	2019	52%	49%	34%	-	-	-	-	-	22%	*	22%	0%	22%	21%
	2018	50%	49%	30%	-	-	-	-	-	13%	13%	-	0%	13%	12%
At Masters Grade Level	2019	26%	23%	8%	-	-	-	-	-	1%	*	1%	0%	1%	1%
	2018	24%	21%	7%	-	-	-	-	-	2%	2%	-	0%	2%	2%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	58%	-	-	-	-	-	41%	*	42%	*	41%	42%
	2018	66%	65%	57%	-	-	-	-	-	35%	35%	-	*	35%	33%
At Meets Grade Level or Above	2019	38%	31%	25%	-	-	-	-	-	13%	*	13%	*	13%	13%
	2018	41%	38%	28%	-	-	-	-	-	3%	3%	-	*	3%	3%
At Masters Grade Level	2019	14%	10%	7%	-	-	-	-	-	0%	*	0%	*	0%	0%
	2018	13%	8%	4%	-	-	-	-	-	0%	0%	-	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	72%	-	-	-	-	-	60%	*	62%	*	60%	59%
	2018	80%	77%	64%	-	-	-	-	-	39%	39%	-	*	39%	38%
At Meets Grade Level or Above	2019	54%	51%	41%	-	-	-	-	-	13%	*	14%	*	13%	13%
	2018	51%	46%	35%	-	-	-	-	-	6%	6%	-	*	6%	5%
At Masters Grade Level	2019	25%	20%	15%	-	-	-	-	-	3%	*	3%	*	3%	3%
	2018	23%	18%	17%	-	-	-	-	-	0%	0%	-	*	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	64%	-	-	-	-	-	47%	*	48%	*	47%	47%
	2018	78%	79%	62%	-	-	-	-	-	37%	37%	-	*	37%	36%
At Meets Grade Level or Above	2019	55%	52%	29%	-	-	-	-	-	7%	*	7%	*	7%	6%
	2018	53%	48%	29%	-	-	-	-	-	9%	9%	-	*	9%	8%
At Masters Grade Level	2019	33%	27%	12%	-	-	-	-	-	0%	*	0%	*	0%	0%
	2018	31%	24%	14%	-	-	-	-	-	3%	3%	-	*	3%	3%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	66%	57%	-	-	-	-	-	53%	*	53%	33%	53%	52%
	2018	69%	69%	61%	-	-	-	-	-	57%	57%	-	25%	57%	56%
All Grades ELA/Reading	2019	68%	66%	58%	-	-	-	-	-	53%	*	54%	50%	53%	53%
	2018	69%	68%	64%	-	-	-	-	-	63%	63%	-	20%	63%	61%
All Grades Mathematics	2019	70%	66%	55%	-	-	-	-	-	53%	*	53%	*	53%	52%

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 858
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	69%	59%	-	-	-	-	-	52%	52%	-	30%	52%	51%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	39%	33%	-	-	-	-	-	35%	*	36%	*	35%	33%
	2018	38%	37%	29%	-	-	-	-	-	25%	25%	-	*	25%	24%
Mathematics	2019	45%	48%	42%	-	-	-	-	-	41%	*	43%	*	41%	40%
	2018	47%	48%	36%	-	-	-	-	-	33%	33%	-	*	33%	33%

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	94%	94%	95%	93%	100%	100%	*	94%	88%	93%	96%
Not Included in Accountability													
Mobile	4%	5%	6%	6%	5%	7%	0%	0%	*	6%	11%	6%	3%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	1%	0%	1%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	99%	100%	100%	100%	100%	-	100%	99%	100%	100%
Included in Accountability	94%	93%	91%	87%	92%	90%	100%	75%	-	100%	89%	90%	92%
Not Included in Accountability													
Mobile	4%	6%	9%	11%	8%	10%	0%	0%	-	0%	11%	9%	7%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	25%	-	0%	0%	0%	1%
Not Tested	1%	0%	0%	1%	0%	0%	0%	0%	-	0%	1%	0%	0%
Absent	1%	0%	0%	1%	0%	0%	0%	0%	-	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

District Name: WILLIS ISD
Campus Name: LYNN LUCAS MIDDLE
Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 858
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.3%	95.6%	96.2%	96.5%	94.8%	*	*	*	94.9%	93.6%	95.7%	96.5%
2017-18	95.4%	95.0%	95.0%	94.5%	96.1%	94.2%	*	*	-	94.8%	92.3%	95.0%	97.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.1%	0.2%	0.0%	0.0%	0.3%	*	*	-	0.0%	1.3%	0.2%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	7.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	88.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	88.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	450	355,615
By Ethnicity:				
African American	-	-	37	43,953
Hispanic	-	-	159	180,673
White	-	-	231	105,577
American Indian	-	-	1	1,293
Asian	-	-	7	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	15	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	58	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	391	285,538
Special Education Graduates	-	-	22	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	38	25,189
At-Risk Graduates	-	-	169	146,432

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	64.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	42.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	38.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	37.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	26.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	38.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	44.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	28.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	56.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	14.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	27.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	52.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	51.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	35.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1040	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	535	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	505	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	28.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	12.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	18.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	15.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	45.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

Student Information	Membership				Enrollment			
	Campus Count	Campus Percent	District	State	Campus Count	Campus Percent	District	State
Total Students	858	100.0%	7,813	5,479,173	858	100.0%	7,865	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.6%	0.3%	0	0.0%	0.8%	0.5%
Pre-Kindergarten	0	0.0%	2.2%	4.5%	0	0.0%	2.2%	4.5%
Kindergarten	0	0.0%	7.8%	7.0%	0	0.0%	7.8%	7.0%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 2	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 3	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 4	0	0.0%	8.1%	7.3%	0	0.0%	8.1%	7.3%
Grade 5	0	0.0%	8.1%	7.6%	0	0.0%	8.0%	7.6%
Grade 6	275	32.1%	7.6%	7.7%	275	32.1%	7.5%	7.7%
Grade 7	300	35.0%	7.8%	7.7%	300	35.0%	7.8%	7.7%
Grade 8	283	33.0%	7.6%	7.5%	283	33.0%	7.6%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	8.4%	7.4%	0	0.0%	8.4%	7.4%
Grade 11	0	0.0%	5.9%	6.9%	0	0.0%	5.9%	6.9%
Grade 12	0	0.0%	5.7%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	67	7.8%	7.0%	12.6%	67	7.8%	7.0%	12.6%
Hispanic	365	42.5%	37.2%	52.8%	365	42.5%	37.3%	52.8%
White	387	45.1%	51.8%	27.0%	387	45.1%	51.7%	27.0%
American Indian	2	0.2%	0.4%	0.4%	2	0.2%	0.4%	0.4%
Asian	3	0.3%	0.5%	4.6%	3	0.3%	0.5%	4.6%
Pacific Islander	2	0.2%	0.1%	0.2%	2	0.2%	0.1%	0.2%
Two or More Races	32	3.7%	3.0%	2.5%	32	3.7%	3.0%	2.5%
Sex:								
Female	431	50.2%	48.9%	48.8%	431	50.2%	48.8%	48.8%
Male	427	49.8%	51.1%	51.2%	427	49.8%	51.2%	51.2%
Economically Disadvantaged	600	69.9%	60.7%	60.3%	600	69.9%	60.8%	60.2%
Non-Educationally Disadvantaged	258	30.1%	39.3%	39.7%	258	30.1%	39.2%	39.8%
Section 504 Students	58	6.8%	6.5%	6.9%	58	6.8%	6.5%	6.9%
English Learners (EL)	139	16.2%	14.8%	20.3%	139	16.2%	14.8%	20.3%
Students w/ Disciplinary Placements (2018-19)	28	3.1%	1.9%	1.5%				
Students w/ Dyslexia	32	3.7%	3.2%	4.1%	32	3.7%	3.2%	4.1%
Foster Care	1	0.1%	0.3%	0.3%	1	0.1%	0.3%	0.3%
Homeless	3	0.3%	0.6%	1.4%	3	0.3%	0.6%	1.4%
Immigrant	3	0.3%	0.3%	2.3%	3	0.3%	0.3%	2.3%
Migrant	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Title I	0	0.0%	35.4%	65.1%	0	0.0%	35.2%	65.1%
Military Connected	1	0.1%	0.6%	1.9%	1	0.1%	0.5%	1.9%
At-Risk	436	50.8%	50.6%	50.6%	436	50.8%	50.6%	50.5%

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

<u>Student Information</u>	<u>Membership</u>				<u>Enrollment</u>			
	<u>Campus</u>	<u>Percent</u>	<u>District</u>	<u>State</u>	<u>Campus</u>	<u>Percent</u>	<u>District</u>	<u>State</u>
Students by Instructional Program:								
Bilingual/ESL Education	131	15.3%	13.9%	20.6%	131	15.3%	13.9%	20.6%
Career & Technical Education	0	0.0%	22.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.1%	50.8%	0	-	38.9%	50.8%
Gifted & Talented Education	54	6.3%	5.3%	8.1%	54	6.3%	5.3%	8.1%
Special Education	84	9.8%	9.5%	10.5%	84	9.8%	9.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	84							
By Type of Primary Disability								
Students with Intellectual Disabilities	48	57.1%	38.6%	42.4%				
Students with Physical Disabilities	*	*	21.3%	21.4%				
Students with Autism	**	**	18.5%	13.8%				
Students with Behavioral Disabilities	21	25.0%	19.8%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.5%				
Mobility (2018-19):								
Total Mobile Students	130	14.6%	17.7%	15.3%				
By Ethnicity:								
African American	8	0.9%						
Hispanic	41	4.6%						
White	75	8.4%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	6	0.7%						
Student Attrition (2018-19):								
Total Student Attrition	79	14.3%						

<u>Student Information</u>	<u>Non-Special Education Rates</u>			<u>Special Education Rates</u>		
	<u>Campus</u>	<u>District</u>	<u>State</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	6.0%	5.5%
Grade 1	-	1.6%	2.9%	-	1.6%	4.9%
Grade 2	-	0.2%	1.6%	-	1.4%	2.0%
Grade 3	-	0.2%	0.9%	-	0.0%	0.8%
Grade 4	-	0.2%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.8%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.2%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	6.9%	7.8%	-	11.5%	13.1%

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.7	19.0
Grade 1	-	20.1	18.9
Grade 2	-	19.8	18.8
Grade 3	-	20.9	19.0
Grade 4	-	20.7	19.2
Grade 5	-	21.1	20.9
Grade 6	18.5	19.9	20.4
Secondary:			
English/Language Arts	16.1	16.0	16.4
Foreign Languages	23.8	22.5	18.7
Mathematics	17.5	16.5	17.8
Science	19.6	18.2	18.8
Social Studies	19.0	17.6	19.3

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	62.3	100.0%	100.0%	100.0%
Professional Staff:	53.6	86.1%	57.3%	63.7%
Teachers	48.4	77.8%	44.3%	49.4%
Professional Support	2.2	3.5%	9.4%	10.2%
Campus Administration (School Leadership)	3.0	4.8%	2.9%	3.0%
Educational Aides:	8.7	13.9%	10.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	12.0	12,901.0
Part-time	1.0	n/a	2.0	1,103.0
Total Minority Staff:	16.0	25.6%	26.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	4.1%	3.8%	10.8%
Hispanic	6.0	12.4%	12.6%	28.1%
White	39.4	81.4%	82.7%	57.7%
American Indian	1.0	2.1%	0.5%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	12.0	24.8%	18.0%	23.8%
Females	36.4	75.2%	82.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.3%
Bachelors	43.6	90.0%	81.0%	73.4%
Masters	4.8	10.0%	17.5%	24.5%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.1%	4.7%	7.4%
1-5 Years Experience	17.6	36.3%	28.4%	27.9%
6-10 Years Experience	13.0	26.8%	22.9%	19.4%
11-20 Years Experience	11.8	24.5%	26.8%	29.4%
Over 20 Years Experience	4.0	8.3%	17.1%	15.9%
Number of Students per Teacher	17.7	n/a	17.8	15.1

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	3.5	6.2
Average Years Experience of Principals with District	5.0	3.5	5.3
Average Years Experience of Assistant Principals	12.5	6.8	5.3
Average Years Experience of Assistant Principals with District	8.5	4.6	4.7
Average Years Experience of Teachers:	8.6	11.2	11.1
Average Years Experience of Teachers with District:	4.6	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$50,290	\$49,184	\$49,868
1-5 Years Experience	\$51,855	\$51,855	\$52,823
6-10 Years Experience	\$54,740	\$55,066	\$55,756
11-20 Years Experience	\$59,561	\$59,315	\$59,308
Over 20 Years Experience	\$65,060	\$66,290	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$55,539	\$56,937	\$57,091
Professional Support	\$70,631	\$67,371	\$67,352
Campus Administration (School Leadership)	\$87,210	\$82,450	\$82,512
Instructional Staff Percent:	n/a	60.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.1	0.7	6,309.0

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
 Campus Number: 170904042

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 858
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.5%	6.5%
Career & Technical Education	0.0	0.0%	4.5%	5.0%
Compensatory Education	0.0	0.0%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	36.4	75.1%	77.0%	70.9%
Special Education	4.2	8.6%	6.8%	9.3%
Other	7.9	16.3%	8.7%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 '-' Indicates there are no students in the group.
 'n/a' Indicates data reporting is not applicable for this group.
 '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **PARMLEY EL**

Campus Number: **170904101**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 623
Grade Span: KG - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	71%	57%	25%	61%	62%	-	-	-	*	8%	50%	57%	56%	59%	*
	2018	77%	77%	70%	69%	63%	73%	-	*	-	*	40%	*	68%	75%	66%	56%
At Meets Grade Level or Above	2019	45%	37%	26%	0%	26%	29%	-	-	-	*	0%	0%	28%	20%	27%	*
	2018	43%	41%	34%	13%	31%	39%	-	*	-	*	20%	*	33%	34%	26%	22%
At Masters Grade Level	2019	27%	24%	11%	0%	13%	11%	-	-	-	*	0%	0%	14%	4%	11%	*
	2018	25%	23%	23%	6%	25%	27%	-	*	-	*	0%	*	22%	25%	18%	22%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	80%	67%	38%	65%	71%	-	-	-	*	38%	33%	65%	72%	68%	*
	2018	78%	77%	68%	56%	66%	70%	-	*	-	*	36%	*	69%	64%	60%	67%
At Meets Grade Level or Above	2019	49%	45%	28%	13%	22%	33%	-	-	-	*	8%	33%	28%	28%	24%	*
	2018	47%	45%	36%	19%	31%	40%	-	*	-	*	36%	*	37%	33%	28%	33%
At Masters Grade Level	2019	25%	19%	10%	0%	13%	9%	-	-	-	*	0%	0%	12%	4%	13%	*
	2018	23%	19%	14%	6%	3%	21%	-	*	-	*	0%	*	15%	12%	5%	11%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	74%	69%	64%	61%	75%	-	-	-	*	20%	*	74%	61%	66%	60%
	2018	73%	71%	71%	83%	60%	76%	*	*	-	*	57%	*	69%	75%	66%	67%
At Meets Grade Level or Above	2019	44%	41%	37%	7%	26%	51%	-	-	-	*	20%	*	32%	45%	35%	30%
	2018	46%	45%	46%	17%	27%	63%	*	*	-	*	57%	*	43%	54%	39%	17%
At Masters Grade Level	2019	22%	21%	20%	7%	8%	30%	-	-	-	*	0%	*	15%	27%	15%	0%
	2018	24%	24%	20%	0%	17%	24%	*	*	-	*	0%	*	20%	21%	15%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	80%	75%	57%	71%	81%	-	-	-	*	40%	*	82%	64%	69%	70%
	2018	78%	83%	86%	83%	87%	85%	*	*	-	*	57%	*	88%	80%	84%	75%
At Meets Grade Level or Above	2019	48%	50%	43%	29%	34%	51%	-	-	-	*	30%	*	47%	36%	35%	20%
	2018	49%	55%	60%	83%	35%	70%	*	*	-	*	57%	*	58%	64%	55%	42%
At Masters Grade Level	2019	28%	30%	27%	7%	29%	30%	-	-	-	*	0%	*	26%	27%	25%	20%
	2018	27%	26%	28%	50%	10%	37%	*	*	-	*	29%	*	25%	36%	21%	8%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	64%	56%	50%	50%	60%	-	-	-	*	20%	*	54%	59%	53%	40%
	2018	63%	64%	54%	83%	39%	59%	*	*	-	*	57%	*	52%	60%	48%	42%
At Meets Grade Level or Above	2019	35%	30%	28%	7%	26%	32%	-	-	-	*	20%	*	29%	25%	24%	30%
	2018	39%	39%	38%	33%	32%	41%	*	*	-	*	57%	*	34%	48%	35%	8%
At Masters Grade Level	2019	11%	9%	10%	7%	11%	11%	-	-	-	*	0%	*	11%	9%	8%	20%
	2018	11%	8%	3%	0%	6%	2%	*	*	-	*	0%	*	2%	8%	2%	0%

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	78%	100%	70%	80%	*	*	-	*	50%	*	78%	77%	79%	78%
	2018	84%	82%	75%	78%	65%	78%	*	-	*	-	43%	*	77%	73%	74%	38%
At Meets Grade Level or Above	2019	54%	50%	46%	60%	30%	54%	*	*	-	*	40%	*	47%	42%	45%	22%
	2018	54%	47%	39%	22%	30%	42%	*	-	*	-	29%	*	44%	33%	35%	0%
At Masters Grade Level	2019	29%	25%	20%	20%	20%	20%	*	*	-	*	0%	*	22%	16%	16%	0%
	2018	26%	20%	14%	11%	13%	13%	*	-	*	-	0%	*	15%	13%	10%	0%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	93%	93%	100%	90%	96%	*	*	-	*	90%	*	95%	90%	94%	89%
	2018	91%	92%	86%	89%	74%	90%	*	-	*	-	50%	*	87%	85%	81%	63%
At Meets Grade Level or Above	2019	58%	66%	57%	100%	33%	66%	*	*	-	*	40%	*	61%	48%	55%	44%
	2018	58%	64%	46%	11%	39%	51%	*	-	*	-	29%	*	45%	48%	37%	25%
At Masters Grade Level	2019	36%	44%	31%	60%	17%	36%	*	*	-	*	0%	*	32%	29%	24%	22%
	2018	30%	32%	19%	11%	13%	18%	*	-	*	-	0%	*	23%	13%	13%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	72%	73%	80%	67%	76%	*	*	-	*	50%	*	76%	68%	77%	56%
	2018	76%	72%	64%	33%	52%	70%	*	-	*	-	62%	*	66%	60%	58%	13%
At Meets Grade Level or Above	2019	49%	43%	51%	80%	27%	64%	*	*	-	*	40%	*	56%	42%	52%	33%
	2018	41%	33%	27%	11%	30%	25%	*	-	*	-	38%	*	26%	30%	23%	0%
At Masters Grade Level	2019	24%	18%	22%	0%	10%	32%	*	*	-	*	0%	*	20%	26%	15%	22%
	2018	17%	12%	13%	11%	9%	13%	*	-	*	-	0%	*	11%	15%	6%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	71%	59%	66%	75%	*	*	-	80%	38%	48%	72%	68%	70%	65%
	2018	77%	75%	72%	69%	63%	75%	67%	100%	*	88%	49%	50%	72%	71%	67%	54%
At Meets Grade Level or Above	2019	50%	45%	39%	26%	28%	47%	*	*	-	40%	23%	24%	40%	36%	36%	29%
	2018	48%	45%	40%	22%	32%	45%	67%	75%	*	69%	37%	30%	40%	41%	34%	19%
At Masters Grade Level	2019	24%	19%	19%	10%	15%	22%	*	*	-	20%	0%	10%	19%	19%	16%	13%
	2018	22%	18%	17%	10%	12%	19%	44%	25%	*	19%	2%	10%	17%	17%	11%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	68%	59%	64%	72%	*	*	-	63%	24%	56%	69%	65%	68%	68%
	2018	74%	72%	72%	74%	62%	75%	*	*	*	83%	45%	*	71%	74%	68%	55%
At Meets Grade Level or Above	2019	48%	43%	36%	15%	27%	45%	*	*	-	25%	18%	11%	35%	38%	36%	27%
	2018	46%	41%	39%	16%	29%	46%	*	*	*	50%	32%	*	39%	39%	33%	14%
At Masters Grade Level	2019	21%	17%	17%	7%	13%	21%	*	*	-	25%	0%	0%	17%	18%	14%	0%
	2018	19%	16%	19%	6%	19%	21%	*	*	*	17%	0%	*	19%	19%	14%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	78%	59%	76%	82%	*	*	-	88%	55%	44%	80%	74%	76%	77%
	2018	81%	81%	79%	71%	76%	81%	*	*	*	100%	47%	*	80%	77%	74%	69%
At Meets Grade Level or Above	2019	52%	49%	43%	37%	31%	49%	*	*	-	50%	24%	33%	45%	38%	38%	27%

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	49%	46%	29%	35%	52%	*	*	*	100%	38%	*	46%	47%	39%	34%
	2019	26%	23%	23%	15%	21%	25%	*	*	-	25%	0%	11%	23%	22%	21%	18%
	2018	24%	21%	20%	16%	8%	24%	*	*	*	33%	6%	*	20%	18%	12%	7%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	56%	50%	50%	60%	-	-	-	*	20%	*	54%	59%	53%	40%
	2018	66%	65%	54%	83%	39%	59%	*	*	-	*	57%	*	52%	60%	48%	42%
	2019	38%	31%	28%	7%	26%	32%	-	-	-	*	20%	*	29%	25%	24%	30%
At Meets Grade Level or Above	2018	41%	38%	38%	33%	32%	41%	*	*	-	*	57%	*	34%	48%	35%	8%
	2019	14%	10%	10%	7%	11%	11%	-	-	-	*	0%	*	11%	9%	8%	20%
	2018	13%	8%	3%	0%	6%	2%	*	*	-	*	0%	*	2%	8%	2%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	73%	80%	67%	76%	*	*	-	*	50%	*	76%	68%	77%	56%
	2018	80%	77%	64%	33%	52%	70%	*	-	*	-	62%	*	66%	60%	58%	13%
	2019	54%	51%	51%	80%	27%	64%	*	*	-	*	40%	*	56%	42%	52%	33%
At Meets Grade Level or Above	2018	51%	46%	27%	11%	30%	25%	*	-	*	-	38%	*	26%	30%	23%	0%
	2019	25%	20%	22%	0%	10%	32%	*	*	-	*	0%	*	20%	26%	15%	22%
	2018	23%	18%	13%	11%	9%	13%	*	-	*	-	0%	*	11%	15%	6%	0%

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	59	64	57	58	70	-	-	-	*	70	*	64	64	64	50
	2018	63	67	66	40	55	71	*	*	-	*	100	*	66	67	64	67
Grade 4 Mathematics	2019	65	71	78	71	89	74	-	-	-	*	50	*	79	77	78	80
	2018	65	70	73	80	66	73	*	*	-	*	83	*	73	70	68	71
Grade 5 ELA/Reading	2019	81	80	76	100	84	71	*	*	-	*	100	*	75	78	78	61
	2018	80	79	72	89	65	73	*	-	*	-	73	*	77	64	71	63
Grade 5 Mathematics	2019	83	87	77	80	78	80	*	*	-	*	75	*	69	93	75	78
	2018	81	80	78	94	76	75	*	-	*	-	73	*	75	82	88	94
All Grades Both Subjects	2019	69	66	73	71	77	74	*	*	-	44	74	42	72	77	73	67
	2018	69	69	72	80	65	73	83	*	*	94	79	*	73	71	73	73
All Grades ELA/Reading	2019	68	66	69	68	70	71	*	*	-	*	85	*	69	70	70	55
	2018	69	68	69	71	59	72	*	*	*	*	82	*	71	65	67	65
All Grades Mathematics	2019	70	66	78	74	84	77	*	*	-	*	63	*	74	84	77	79
	2018	70	69	75	89	70	74	*	*	*	*	76	*	74	78	78	80

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	39%	33%	20%	31%	36%	*	-	-	*	8%	32%	33%
	2018	38%	37%	35%	*	*	42%	*	-	-	*	*	37%	*
Mathematics	2019	45%	48%	55%	17%	50%	69%	*	-	-	-	46%	51%	20%
	2018	47%	48%	54%	*	50%	55%	*	-	-	-	*	53%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	72%	100%	64%	74%	*	*	-	*	17%	70%	83%
Students Requiring Accelerated Instruction														
	2019	22%	24%	28%	0%	36%	26%	*	*	-	*	83%	30%	17%
STAAR Cumulative Met Standard														
	2019	86%	84%	77%	100%	69%	79%	*	*	-	*	17%	78%	71%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	87%	88%	100%	86%	91%	*	*	-	*	83%	88%	71%
Students Requiring Accelerated Instruction														
	2019	17%	13%	12%	0%	14%	9%	*	*	-	*	17%	12%	29%
STAAR Cumulative Met Standard														
	2019	90%	93%	93%	100%	90%	96%	*	*	-	*	83%	93%	86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	*	*	100%	-	-	-	*	100%	100%	*

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 623
Grade Span: KG - 05
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	71%	-	-	-	-	-	50%	-	50%	64%	50%	54%
	2018	77%	75%	72%	-	-	-	-	-	49%	49%	-	60%	49%	52%
At Meets Grade Level or Above	2019	50%	45%	39%	-	-	-	-	-	9%	-	9%	21%	9%	13%
	2018	48%	45%	40%	-	-	-	-	-	24%	24%	-	10%	24%	20%
At Masters Grade Level	2019	24%	19%	19%	-	-	-	-	-	6%	-	6%	0%	6%	4%
	2018	22%	18%	17%	-	-	-	-	-	12%	12%	-	0%	12%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	68%	-	-	-	-	-	50%	-	50%	80%	50%	59%
	2018	74%	72%	72%	-	-	-	-	-	47%	47%	-	71%	47%	54%
At Meets Grade Level or Above	2019	48%	43%	36%	-	-	-	-	-	0%	-	0%	40%	0%	12%
	2018	46%	41%	39%	-	-	-	-	-	21%	21%	-	0%	21%	15%
At Masters Grade Level	2019	21%	17%	17%	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2018	19%	16%	19%	-	-	-	-	-	21%	21%	-	0%	21%	15%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	78%	-	-	-	-	-	67%	-	67%	80%	67%	71%
	2018	81%	81%	79%	-	-	-	-	-	68%	68%	-	71%	68%	69%
At Meets Grade Level or Above	2019	52%	49%	43%	-	-	-	-	-	17%	-	17%	0%	17%	12%
	2018	50%	49%	46%	-	-	-	-	-	37%	37%	-	29%	37%	35%
At Masters Grade Level	2019	26%	23%	23%	-	-	-	-	-	8%	-	8%	0%	8%	6%
	2018	24%	21%	20%	-	-	-	-	-	11%	11%	-	0%	11%	8%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	56%	-	-	-	-	-	0%	-	0%	*	0%	14%
	2018	66%	65%	54%	-	-	-	-	-	33%	33%	-	40%	33%	36%
At Meets Grade Level or Above	2019	38%	31%	28%	-	-	-	-	-	0%	-	0%	*	0%	14%
	2018	41%	38%	38%	-	-	-	-	-	17%	17%	-	0%	17%	9%
At Masters Grade Level	2019	14%	10%	10%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	13%	8%	3%	-	-	-	-	-	0%	0%	-	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	73%	-	-	-	-	-	*	-	*	*	*	43%
	2018	80%	77%	64%	-	-	-	-	-	0%	0%	-	*	0%	0%
At Meets Grade Level or Above	2019	54%	51%	51%	-	-	-	-	-	*	-	*	*	*	14%
	2018	51%	46%	27%	-	-	-	-	-	0%	0%	-	*	0%	0%
At Masters Grade Level	2019	25%	20%	22%	-	-	-	-	-	*	-	*	*	*	14%
	2018	23%	18%	13%	-	-	-	-	-	0%	0%	-	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	66%	73%	-	-	-	-	-	70%	-	70%	81%	70%	73%
	2018	69%	69%	72%	-	-	-	-	-	80%	80%	-	71%	80%	76%
All Grades ELA/Reading	2019	68%	66%	69%	-	-	-	-	-	60%	-	60%	*	60%	71%
	2018	69%	68%	69%	-	-	-	-	-	73%	73%	-	67%	73%	71%
All Grades Mathematics	2019	70%	66%	78%	-	-	-	-	-	80%	-	80%	*	80%	75%
	2018	70%	69%	75%	-	-	-	-	-	86%	86%	-	75%	86%	82%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	39%	33%	-	-	-	-	-	29%	-	29%	*	29%	33%
	2018	38%	37%	35%	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2019	45%	48%	55%	-	-	-	-	-	*	-	*	*	*	20%
	2018	47%	48%	54%	-	-	-	-	-	*	*	-	*	*	*

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 640
 Grade Span: KG - 05
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%
Included in Accountability	94%	94%	90%	97%	88%	91%	27%	*	-	91%	92%	88%	91%
Not Included in Accountability													
Mobile	4%	5%	10%	3%	11%	9%	73%	*	-	9%	4%	11%	9%
Other Exclusions	1%	1%	0%	0%	1%	0%	0%	*	-	0%	3%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	90%	97%	93%	88%	100%	100%	*	67%	77%	90%	99%
Not Included in Accountability													
Mobile	4%	6%	10%	3%	7%	12%	0%	0%	*	33%	20%	9%	1%
Other Exclusions	1%	0%	0%	0%	0%	1%	0%	0%	*	0%	3%	1%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.3%	95.4%	95.6%	95.5%	95.4%	*	*	-	94.0%	95.9%	95.0%	96.8%
2017-18	95.4%	95.0%	94.9%	95.2%	94.8%	94.9%	*	*	*	95.5%	94.0%	94.4%	96.2%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	7.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	88.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	88.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
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Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Graduation Profile

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	450	355,615
By Ethnicity:				
African American	-	-	37	43,953
Hispanic	-	-	159	180,673
White	-	-	231	105,577
American Indian	-	-	1	1,293
Asian	-	-	7	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	15	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	58	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	391	285,538
Special Education Graduates	-	-	22	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	38	25,189
At-Risk Graduates	-	-	169	146,432

District Name: WILLIS ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	64.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	42.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	38.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	37.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	26.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	38.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: WILLIS ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 623
Grade Span: KG - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	44.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	28.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	56.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	14.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	27.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	52.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	51.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	35.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1040	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	535	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	505	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	28.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	12.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	18.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	15.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	45.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus Count	Campus Percent	District	State	Campus Count	Campus Percent	District	State
Total Students	623	100.0%	7,813	5,479,173	623	100.0%	7,865	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.6%	0.3%	0	0.0%	0.8%	0.5%
Pre-Kindergarten	0	0.0%	2.2%	4.5%	0	0.0%	2.2%	4.5%
Kindergarten	102	16.4%	7.8%	7.0%	102	16.4%	7.8%	7.0%
Grade 1	101	16.2%	6.9%	7.1%	101	16.2%	6.9%	7.1%
Grade 2	105	16.9%	7.5%	7.1%	105	16.9%	7.5%	7.1%
Grade 3	105	16.9%	7.6%	7.1%	105	16.9%	7.6%	7.1%
Grade 4	106	17.0%	8.1%	7.3%	106	17.0%	8.1%	7.3%
Grade 5	104	16.7%	8.1%	7.6%	104	16.7%	8.0%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.5%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.5%	0	0.0%	7.6%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	8.4%	7.4%	0	0.0%	8.4%	7.4%
Grade 11	0	0.0%	5.9%	6.9%	0	0.0%	5.9%	6.9%
Grade 12	0	0.0%	5.7%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	53	8.5%	7.0%	12.6%	53	8.5%	7.0%	12.6%
Hispanic	200	32.1%	37.2%	52.8%	200	32.1%	37.3%	52.8%
White	340	54.6%	51.8%	27.0%	340	54.6%	51.7%	27.0%
American Indian	7	1.1%	0.4%	0.4%	7	1.1%	0.4%	0.4%
Asian	0	0.0%	0.5%	4.6%	0	0.0%	0.5%	4.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	22	3.5%	3.0%	2.5%	22	3.5%	3.0%	2.5%
Sex:								
Female	284	45.6%	48.9%	48.8%	284	45.6%	48.8%	48.8%
Male	339	54.4%	51.1%	51.2%	339	54.4%	51.2%	51.2%
Economically Disadvantaged	462	74.2%	60.7%	60.3%	462	74.2%	60.8%	60.2%
Non-Educationally Disadvantaged	161	25.8%	39.3%	39.7%	161	25.8%	39.2%	39.8%
Section 504 Students	44	7.1%	6.5%	6.9%	44	7.1%	6.5%	6.9%
English Learners (EL)	30	4.8%	14.8%	20.3%	30	4.8%	14.8%	20.3%
Students w/ Disciplinary Placements (2018-19)	3	0.4%	1.9%	1.5%				
Students w/ Dyslexia	23	3.7%	3.2%	4.1%	23	3.7%	3.2%	4.1%
Foster Care	4	0.6%	0.3%	0.3%	4	0.6%	0.3%	0.3%
Homeless	3	0.5%	0.6%	1.4%	3	0.5%	0.6%	1.4%
Immigrant	0	0.0%	0.3%	2.3%	0	0.0%	0.3%	2.3%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	623	100.0%	35.4%	65.1%	623	100.0%	35.2%	65.1%
Military Connected	3	0.5%	0.6%	1.9%	3	0.5%	0.5%	1.9%
At-Risk	399	64.0%	50.6%	50.6%	399	64.0%	50.6%	50.5%

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	24	3.9%	13.9%	20.6%	24	3.9%	13.9%	20.6%
Career & Technical Education	0	0.0%	22.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.1%	50.8%	0	-	38.9%	50.8%
Gifted & Talented Education	13	2.1%	5.3%	8.1%	13	2.1%	5.3%	8.1%
Special Education	78	12.5%	9.5%	10.5%	78	12.5%	9.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	78							
By Type of Primary Disability								
Students with Intellectual Disabilities	20	25.6%	38.6%	42.4%				
Students with Physical Disabilities	31	39.7%	21.3%	21.4%				
Students with Autism	**	**	18.5%	13.8%				
Students with Behavioral Disabilities	14	17.9%	19.8%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.7%	1.5%				
Mobility (2018-19):								
Total Mobile Students	128	20.7%	17.7%	15.3%				
By Ethnicity:								
African American	10	1.6%						
Hispanic	34	5.5%						
White	68	11.0%						
American Indian	3	0.5%						
Asian	2	0.3%						
Pacific Islander	0	0.0%						
Two or More Races	11	1.8%						
Student Attrition (2018-19):								
Total Student Attrition	129	23.7%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.1%	0.2%	1.6%	0.0%	6.0%	5.5%
Grade 1	0.0%	1.6%	2.9%	0.0%	1.6%	4.9%
Grade 2	0.0%	0.2%	1.6%	0.0%	1.4%	2.0%
Grade 3	0.0%	0.2%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.4%
Grade 5	1.1%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.8%	0.5%	-	0.0%	0.6%
Grade 8	-	0.2%	0.4%	-	0.0%	0.6%
Grade 9	-	6.9%	7.8%	-	11.5%	13.1%

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.8	20.7	19.0
Grade 1	19.6	20.1	18.9
Grade 2	20.8	19.8	18.8
Grade 3	20.8	20.9	19.0
Grade 4	21.2	20.7	19.2
Grade 5	20.4	21.1	20.9
Grade 6	-	19.9	20.4
Secondary:			
English/Language Arts	-	16.0	16.4
Foreign Languages	-	22.5	18.7
Mathematics	-	16.5	17.8
Science	-	18.2	18.8
Social Studies	-	17.6	19.3

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	84.0	100.0%	100.0%	100.0%
Professional Staff:	71.0	84.5%	57.3%	63.7%
Teachers	43.0	51.2%	44.3%	49.4%
Professional Support	25.0	29.8%	9.4%	10.2%
Campus Administration (School Leadership)	3.0	3.6%	2.9%	3.0%
Educational Aides:	13.0	15.5%	10.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	12.0	12,901.0
Part-time	0.0	n/a	2.0	1,103.0
Total Minority Staff:	6.0	7.1%	26.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	3.8%	10.8%
Hispanic	2.0	4.7%	12.6%	28.1%
White	41.0	95.3%	82.7%	57.7%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	1.0	2.3%	18.0%	23.8%
Females	42.0	97.7%	82.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.3%
Bachelors	38.0	88.4%	81.0%	73.4%
Masters	5.0	11.6%	17.5%	24.5%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.3%	4.7%	7.4%
1-5 Years Experience	15.0	34.9%	28.4%	27.9%
6-10 Years Experience	5.0	11.6%	22.9%	19.4%
11-20 Years Experience	18.0	41.9%	26.8%	29.4%
Over 20 Years Experience	4.0	9.3%	17.1%	15.9%
Number of Students per Teacher	14.5	n/a	17.8	15.1

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	3.5	6.2
Average Years Experience of Principals with District	2.0	3.5	5.3
Average Years Experience of Assistant Principals	2.0	6.8	5.3
Average Years Experience of Assistant Principals with District	2.0	4.6	4.7
Average Years Experience of Teachers:	11.5	11.2	11.1
Average Years Experience of Teachers with District:	5.5	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$50,000	\$49,184	\$49,868
1-5 Years Experience	\$52,108	\$51,855	\$52,823
6-10 Years Experience	\$55,586	\$55,066	\$55,756
11-20 Years Experience	\$59,917	\$59,315	\$59,308
Over 20 Years Experience	\$66,780	\$66,290	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,097	\$56,937	\$57,091
Professional Support	\$62,647	\$67,371	\$67,352
Campus Administration (School Leadership)	\$84,470	\$82,450	\$82,512
Instructional Staff Percent:	n/a	60.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.7	6,309.0

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.5%	6.5%
Career & Technical Education	0.0	0.0%	4.5%	5.0%
Compensatory Education	0.0	0.0%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	39.4	91.6%	77.0%	70.9%
Special Education	3.6	8.4%	6.8%	9.3%
Other	0.0	0.0%	8.7%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 '-' Indicates there are no students in the group.
 'n/a' Indicates data reporting is not applicable for this group.
 '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **C C HARDY EL**

Campus Number: **170904103**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 616
Grade Span: KG - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	71%	76%	71%	73%	81%	-	-	-	83%	86%	-	77%	71%	73%	76%
	2018	77%	77%	67%	73%	69%	59%	-	-	-	83%	44%	*	68%	67%	66%	65%
At Meets Grade Level or Above	2019	45%	37%	40%	43%	44%	31%	-	-	-	33%	43%	-	43%	29%	37%	48%
	2018	43%	41%	24%	9%	17%	37%	-	-	-	50%	0%	*	26%	17%	19%	12%
At Masters Grade Level	2019	27%	24%	22%	14%	21%	23%	-	-	-	33%	0%	-	21%	24%	18%	21%
	2018	25%	23%	12%	9%	10%	15%	-	-	-	17%	0%	*	15%	4%	11%	7%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	80%	84%	86%	85%	81%	-	-	-	83%	71%	-	84%	81%	79%	82%
	2018	78%	77%	71%	64%	71%	70%	-	-	-	83%	33%	*	71%	71%	67%	70%
At Meets Grade Level or Above	2019	49%	45%	46%	29%	46%	46%	-	-	-	67%	43%	-	49%	38%	44%	52%
	2018	47%	45%	27%	0%	27%	37%	-	-	-	33%	11%	*	31%	17%	22%	26%
At Masters Grade Level	2019	25%	19%	20%	14%	17%	19%	-	-	-	50%	0%	-	21%	14%	17%	18%
	2018	23%	19%	14%	0%	10%	26%	-	-	-	17%	0%	*	15%	13%	10%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	74%	70%	50%	65%	82%	-	-	-	*	25%	*	68%	72%	68%	62%
	2018	73%	71%	57%	15%	58%	73%	-	-	-	60%	0%	*	54%	63%	52%	47%
At Meets Grade Level or Above	2019	44%	41%	30%	17%	19%	54%	-	-	-	*	25%	*	30%	31%	26%	14%
	2018	46%	45%	36%	0%	35%	53%	-	-	-	40%	0%	*	38%	31%	33%	36%
At Masters Grade Level	2019	22%	21%	12%	0%	8%	21%	-	-	-	*	0%	*	12%	13%	11%	5%
	2018	24%	24%	18%	0%	12%	33%	-	-	-	40%	0%	*	18%	17%	15%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	80%	73%	58%	75%	75%	-	-	-	*	25%	*	73%	72%	69%	71%
	2018	78%	83%	78%	46%	83%	80%	-	-	-	100%	29%	*	82%	71%	77%	83%
At Meets Grade Level or Above	2019	48%	50%	38%	25%	31%	54%	-	-	-	*	25%	*	37%	41%	36%	26%
	2018	49%	55%	29%	0%	31%	43%	-	-	-	0%	0%	*	31%	26%	27%	28%
At Masters Grade Level	2019	28%	30%	23%	8%	19%	36%	-	-	-	*	13%	*	25%	19%	17%	19%
	2018	27%	26%	7%	0%	6%	13%	-	-	-	0%	0%	*	9%	3%	6%	3%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	64%	46%	33%	42%	56%	-	-	-	*	25%	*	47%	45%	46%	38%
	2018	63%	64%	52%	23%	54%	62%	-	-	-	40%	14%	*	53%	49%	47%	50%
At Meets Grade Level or Above	2019	35%	30%	14%	17%	10%	19%	-	-	-	*	13%	*	17%	10%	13%	10%
	2018	39%	39%	23%	0%	21%	41%	-	-	-	0%	0%	*	23%	23%	21%	22%
At Masters Grade Level	2019	11%	9%	2%	0%	0%	4%	-	-	-	*	0%	*	3%	0%	1%	0%
	2018	11%	8%	4%	0%	2%	10%	-	-	-	0%	0%	*	5%	3%	5%	3%

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

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

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	49%	31%	6%	30%	46%	*	-	-	23%	6%	*	33%	26%	27%	29%
	2019	26%	23%	22%	10%	21%	28%	*	-	-	29%	4%	*	23%	20%	18%	19%
	2018	24%	21%	11%	0%	9%	20%	*	-	-	8%	0%	*	11%	10%	9%	6%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	46%	33%	42%	56%	-	-	-	*	25%	*	47%	45%	46%	38%
	2018	66%	65%	52%	23%	54%	62%	-	-	-	40%	14%	*	53%	49%	47%	50%
	2019	38%	31%	14%	17%	10%	19%	-	-	-	*	13%	*	17%	10%	13%	10%
At Meets Grade Level or Above	2018	41%	38%	23%	0%	21%	41%	-	-	-	0%	0%	*	23%	23%	21%	22%
	2019	14%	10%	2%	0%	0%	4%	-	-	-	*	0%	*	3%	0%	1%	0%
	2018	13%	8%	4%	0%	2%	10%	-	-	-	0%	0%	*	5%	3%	5%	3%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	62%	33%	63%	71%	*	-	-	71%	20%	*	57%	69%	60%	53%
	2018	80%	77%	55%	40%	53%	68%	*	-	-	*	*	*	54%	57%	52%	52%
	2019	54%	51%	34%	8%	31%	50%	*	-	-	43%	0%	*	31%	38%	31%	30%
At Meets Grade Level or Above	2018	51%	46%	14%	0%	8%	32%	*	-	-	*	*	*	12%	21%	10%	6%
	2019	25%	20%	13%	0%	13%	18%	*	-	-	14%	0%	*	9%	18%	9%	14%
	2018	23%	18%	3%	0%	5%	0%	*	-	-	*	*	*	3%	0%	3%	6%
At Masters Grade Level																	

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	59	54	36	60	52	-	-	-	*	29	*	56	50	54	61
	2018	63	67	68	42	67	81	-	-	-	80	60	*	72	61	67	67
Grade 4 Mathematics	2019	65	71	78	82	78	74	-	-	-	*	100	*	78	79	74	81
	2018	65	70	59	62	56	63	-	-	-	70	60	*	61	56	63	53
Grade 5 ELA/Reading	2019	81	80	72	86	73	69	-	-	-	50	67	*	65	84	73	71
	2018	80	79	88	90	91	83	*	-	-	*	*	-	89	85	89	93
Grade 5 Mathematics	2019	83	87	82	82	80	88	-	-	-	80	90	*	82	82	84	75
	2018	81	80	64	70	64	60	*	-	-	*	*	-	62	73	63	63
All Grades Both Subjects	2019	69	66	72	72	73	71	-	-	-	67	73	58	71	75	72	72
	2018	69	69	69	64	68	72	*	-	-	79	71	*	71	64	69	68
All Grades ELA/Reading	2019	68	66	64	61	67	61	-	-	-	50	50	*	61	69	65	66
	2018	69	68	77	63	77	82	*	-	-	79	71	*	80	68	76	79
All Grades Mathematics	2019	70	66	80	82	79	81	-	-	-	83	94	*	80	81	80	78
	2018	70	69	61	65	59	62	*	-	-	79	71	*	61	61	63	57

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	39%	43%	38%	41%	47%	-	-	-	*	29%	47%	38%
	2018	38%	37%	31%	*	39%	*	*	-	-	*	*	29%	31%
Mathematics	2019	45%	48%	36%	25%	48%	20%	-	-	-	*	23%	38%	40%
	2018	47%	48%	40%	*	35%	55%	*	-	-	*	*	41%	39%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	65%	42%	66%	71%	*	-	-	71%	10%	66%	50%
Students Requiring Accelerated Instruction														
	2019	22%	24%	35%	58%	34%	29%	*	-	-	29%	90%	34%	50%
STAAR Cumulative Met Standard														
	2019	86%	84%	76%	58%	76%	86%	*	-	-	86%	40%	78%	59%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	*	100%	100%	-	-	-	*	*	100%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	87%	69%	42%	68%	75%	*	-	-	100%	30%	70%	65%
Students Requiring Accelerated Instruction														
	2019	17%	13%	31%	58%	32%	25%	*	-	-	0%	70%	30%	35%
STAAR Cumulative Met Standard														
	2019	90%	93%	87%	67%	90%	86%	*	-	-	100%	60%	89%	88%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	*	100%	100%	*	-	-	-	*	100%	100%

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 616
 Grade Span: KG - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	72%	64%	-	-	-	64%	57%	73%	0%	60%	63%	63%
	2018	77%	75%	67%	63%	-	-	-	63%	73%	73%	-	67%	64%	64%
At Meets Grade Level or Above	2019	50%	45%	35%	26%	-	-	-	26%	11%	14%	0%	7%	25%	24%
	2018	48%	45%	29%	24%	-	-	-	24%	13%	13%	-	11%	23%	22%
At Masters Grade Level	2019	24%	19%	16%	12%	-	-	-	12%	7%	9%	0%	0%	11%	11%
	2018	22%	18%	11%	5%	-	-	-	5%	0%	0%	-	6%	5%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	74%	64%	-	-	-	64%	50%	63%	*	80%	63%	64%
	2018	74%	72%	66%	60%	-	-	-	60%	83%	83%	-	57%	62%	61%
At Meets Grade Level or Above	2019	48%	43%	35%	27%	-	-	-	27%	10%	13%	*	0%	25%	24%
	2018	46%	41%	32%	24%	-	-	-	24%	17%	17%	-	14%	23%	23%
At Masters Grade Level	2019	21%	17%	16%	10%	-	-	-	10%	10%	13%	*	0%	10%	10%
	2018	19%	16%	15%	7%	-	-	-	7%	0%	0%	-	14%	6%	7%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	82%	80%	-	-	-	80%	80%	100%	*	60%	80%	79%
	2018	81%	81%	77%	74%	-	-	-	74%	83%	83%	-	86%	74%	75%
At Meets Grade Level or Above	2019	52%	49%	42%	36%	-	-	-	36%	10%	13%	*	20%	33%	32%
	2018	50%	49%	31%	28%	-	-	-	28%	17%	17%	-	14%	28%	27%
At Masters Grade Level	2019	26%	23%	22%	19%	-	-	-	19%	10%	13%	*	0%	18%	17%
	2018	24%	21%	11%	6%	-	-	-	6%	0%	0%	-	0%	5%	5%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	46%	33%	-	-	-	33%	*	*	-	*	35%	33%
	2018	66%	65%	52%	52%	-	-	-	52%	*	*	-	*	50%	50%
At Meets Grade Level or Above	2019	38%	31%	14%	0%	-	-	-	0%	*	*	-	*	3%	3%
	2018	41%	38%	23%	26%	-	-	-	26%	*	*	-	*	25%	22%
At Masters Grade Level	2019	14%	10%	2%	0%	-	-	-	0%	*	*	-	*	0%	0%
	2018	13%	8%	4%	3%	-	-	-	3%	*	*	-	*	3%	3%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	62%	44%	-	-	-	44%	*	*	*	*	42%	44%
	2018	80%	77%	55%	48%	-	-	-	48%	*	*	-	-	48%	48%
At Meets Grade Level or Above	2019	54%	51%	34%	26%	-	-	-	26%	*	*	*	*	23%	21%
	2018	51%	46%	14%	0%	-	-	-	0%	*	*	-	-	0%	0%
At Masters Grade Level	2019	25%	20%	13%	7%	-	-	-	7%	*	*	*	*	6%	6%
	2018	23%	18%	3%	0%	-	-	-	0%	*	*	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	66%	72%	74%	-	-	-	74%	72%	79%	*	60%	73%	72%
	2018	69%	69%	69%	65%	-	-	-	65%	75%	75%	-	50%	66%	65%
All Grades ELA/Reading	2019	68%	66%	64%	64%	-	-	-	64%	75%	67%	*	80%	66%	67%
	2018	69%	68%	77%	76%	-	-	-	76%	*	*	-	*	77%	76%
All Grades Mathematics	2019	70%	66%	80%	82%	-	-	-	82%	69%	92%	*	40%	80%	77%
	2018	70%	69%	61%	54%	-	-	-	54%	*	*	-	*	55%	53%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	39%	43%	36%	-	-	-	36%	*	*	*	*	35%	38%
	2018	38%	37%	31%	30%	-	-	-	30%	*	*	-	*	32%	31%
Mathematics	2019	45%	48%	36%	39%	-	-	-	39%	*	-	*	*	37%	40%
	2018	47%	48%	40%	38%	-	-	-	38%	*	*	-	*	35%	39%

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 613
 Grade Span: KG - 05
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%
Included in Accountability	94%	94%	94%	84%	96%	92%	*	-	-	100%	92%	93%	97%
Not Included in Accountability													
Mobile	4%	5%	6%	16%	3%	8%	*	-	-	0%	8%	6%	3%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	-	-	0%	0%	0%	1%
Not Tested	1%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%
Included in Accountability	94%	93%	88%	92%	89%	84%	*	-	-	100%	79%	89%	94%
Not Included in Accountability													
Mobile	4%	6%	11%	8%	9%	15%	*	-	-	0%	21%	10%	3%
Other Exclusions	1%	0%	1%	0%	2%	0%	*	-	-	0%	0%	1%	3%
Not Tested	1%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.3%	95.8%	95.7%	96.4%	95.0%	*	-	-	94.2%	95.5%	95.8%	97.0%
2017-18	95.4%	95.0%	95.9%	96.1%	96.6%	94.8%	*	-	-	94.9%	95.2%	95.8%	97.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	7.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	88.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	88.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	450	355,615
By Ethnicity:				
African American	-	-	37	43,953
Hispanic	-	-	159	180,673
White	-	-	231	105,577
American Indian	-	-	1	1,293
Asian	-	-	7	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	15	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	58	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	391	285,538
Special Education Graduates	-	-	22	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	38	25,189
At-Risk Graduates	-	-	169	146,432

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	64.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	42.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	38.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	37.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	26.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	38.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	44.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	28.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	56.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	14.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	27.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	52.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	51.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	35.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1040	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	535	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	505	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	28.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	12.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	18.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	15.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	45.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus Count	Campus Percent	District	State	Campus Count	Campus Percent	District	State
Total Students	616	100.0%	7,813	5,479,173	616	100.0%	7,865	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.6%	0.3%	0	0.0%	0.8%	0.5%
Pre-Kindergarten	0	0.0%	2.2%	4.5%	0	0.0%	2.2%	4.5%
Kindergarten	111	18.0%	7.8%	7.0%	111	18.0%	7.8%	7.0%
Grade 1	101	16.4%	6.9%	7.1%	101	16.4%	6.9%	7.1%
Grade 2	97	15.7%	7.5%	7.1%	97	15.7%	7.5%	7.1%
Grade 3	110	17.9%	7.6%	7.1%	110	17.9%	7.6%	7.1%
Grade 4	103	16.7%	8.1%	7.3%	103	16.7%	8.1%	7.3%
Grade 5	94	15.3%	8.1%	7.6%	94	15.3%	8.0%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.5%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.5%	0	0.0%	7.6%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	8.4%	7.4%	0	0.0%	8.4%	7.4%
Grade 11	0	0.0%	5.9%	6.9%	0	0.0%	5.9%	6.9%
Grade 12	0	0.0%	5.7%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	58	9.4%	7.0%	12.6%	58	9.4%	7.0%	12.6%
Hispanic	310	50.3%	37.2%	52.8%	310	50.3%	37.3%	52.8%
White	229	37.2%	51.8%	27.0%	229	37.2%	51.7%	27.0%
American Indian	0	0.0%	0.4%	0.4%	0	0.0%	0.4%	0.4%
Asian	2	0.3%	0.5%	4.6%	2	0.3%	0.5%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	17	2.8%	3.0%	2.5%	17	2.8%	3.0%	2.5%
Sex:								
Female	295	47.9%	48.9%	48.8%	295	47.9%	48.8%	48.8%
Male	321	52.1%	51.1%	51.2%	321	52.1%	51.2%	51.2%
Economically Disadvantaged	486	78.9%	60.7%	60.3%	486	78.9%	60.8%	60.2%
Non-Educationally Disadvantaged	130	21.1%	39.3%	39.7%	130	21.1%	39.2%	39.8%
Section 504 Students	17	2.8%	6.5%	6.9%	17	2.8%	6.5%	6.9%
English Learners (EL)	197	32.0%	14.8%	20.3%	197	32.0%	14.8%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.9%	1.5%				
Students w/ Dyslexia	20	3.2%	3.2%	4.1%	20	3.2%	3.2%	4.1%
Foster Care	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%
Homeless	0	0.0%	0.6%	1.4%	0	0.0%	0.6%	1.4%
Immigrant	0	0.0%	0.3%	2.3%	0	0.0%	0.3%	2.3%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	616	100.0%	35.4%	65.1%	616	100.0%	35.2%	65.1%
Military Connected	0	0.0%	0.6%	1.9%	0	0.0%	0.5%	1.9%
At-Risk	383	62.2%	50.6%	50.6%	383	62.2%	50.6%	50.5%

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	191	31.0%	13.9%	20.6%	191	31.0%	13.9%	20.6%
Career & Technical Education	0	0.0%	22.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.1%	50.8%	0	-	38.9%	50.8%
Gifted & Talented Education	12	1.9%	5.3%	8.1%	12	1.9%	5.3%	8.1%
Special Education	61	9.9%	9.5%	10.5%	61	9.9%	9.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	61							
By Type of Primary Disability								
Students with Intellectual Disabilities	15	24.6%	38.6%	42.4%				
Students with Physical Disabilities	29	47.5%	21.3%	21.4%				
Students with Autism	5	8.2%	18.5%	13.8%				
Students with Behavioral Disabilities	12	19.7%	19.8%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.5%				
Mobility (2018-19):								
Total Mobile Students	123	20.5%	17.7%	15.3%				
By Ethnicity:								
African American	21	3.5%						
Hispanic	34	5.7%						
White	62	10.4%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	6	1.0%						
Student Attrition (2018-19):								
Total Student Attrition	111	22.5%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	9.1%	6.0%	5.5%
Grade 1	3.0%	1.6%	2.9%	0.0%	1.6%	4.9%
Grade 2	1.1%	0.2%	1.6%	0.0%	1.4%	2.0%
Grade 3	0.0%	0.2%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.8%	0.5%	-	0.0%	0.6%
Grade 8	-	0.2%	0.4%	-	0.0%	0.6%
Grade 9	-	6.9%	7.8%	-	11.5%	13.1%

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.5	20.7	19.0
Grade 1	19.8	20.1	18.9
Grade 2	16.0	19.8	18.8
Grade 3	21.8	20.9	19.0
Grade 4	20.2	20.7	19.2
Grade 5	18.6	21.1	20.9
Grade 6	-	19.9	20.4
Secondary:			
English/Language Arts	-	16.0	16.4
Foreign Languages	-	22.5	18.7
Mathematics	-	16.5	17.8
Science	-	18.2	18.8
Social Studies	-	17.6	19.3

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	54.6	100.0%	100.0%	100.0%
Professional Staff:	42.9	78.6%	57.3%	63.7%
Teachers	35.9	65.8%	44.3%	49.4%
Professional Support	5.0	9.2%	9.4%	10.2%
Campus Administration (School Leadership)	2.0	3.7%	2.9%	3.0%
Educational Aides:	11.7	21.4%	10.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	12.0	12,901.0
Part-time	0.0	n/a	2.0	1,103.0
Total Minority Staff:	21.7	39.7%	26.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	8.4%	3.8%	10.8%
Hispanic	10.0	27.9%	12.6%	28.1%
White	22.9	63.8%	82.7%	57.7%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	2.0	5.6%	18.0%	23.8%
Females	33.9	94.4%	82.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.3%
Bachelors	31.9	88.9%	81.0%	73.4%
Masters	4.0	11.1%	17.5%	24.5%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	8.4%	4.7%	7.4%
1-5 Years Experience	12.0	33.4%	28.4%	27.9%
6-10 Years Experience	8.9	24.8%	22.9%	19.4%
11-20 Years Experience	10.0	27.9%	26.8%	29.4%
Over 20 Years Experience	2.0	5.6%	17.1%	15.9%
Number of Students per Teacher	17.2	n/a	17.8	15.1

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	3.5	6.2
Average Years Experience of Principals with District	3.0	3.5	5.3
Average Years Experience of Assistant Principals	6.0	6.8	5.3
Average Years Experience of Assistant Principals with District	6.0	4.6	4.7
Average Years Experience of Teachers:	8.7	11.2	11.1
Average Years Experience of Teachers with District:	4.9	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,822	\$49,184	\$49,868
1-5 Years Experience	\$51,505	\$51,855	\$52,823
6-10 Years Experience	\$55,005	\$55,066	\$55,756
11-20 Years Experience	\$59,658	\$59,315	\$59,308
Over 20 Years Experience	\$66,510	\$66,290	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$55,507	\$56,937	\$57,091
Professional Support	\$66,234	\$67,371	\$67,352
Campus Administration (School Leadership)	\$75,831	\$82,450	\$82,512
Instructional Staff Percent:	n/a	60.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.7	6,309.0

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 616
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	5.6%	2.5%	6.5%
Career & Technical Education	0.0	0.0%	4.5%	5.0%
Compensatory Education	0.0	0.0%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	32.9	91.6%	77.0%	70.9%
Special Education	1.0	2.8%	6.8%	9.3%
Other	0.0	0.0%	8.7%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 '-' Indicates there are no students in the group.
 'n/a' Indicates data reporting is not applicable for this group.
 '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **TURNER EL**

Campus Number: **170904104**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 833
Grade Span: KG - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	71%	88%	100%	78%	88%	*	*	-	*	30%	100%	89%	84%	86%	*
	2018	77%	77%	93%	88%	86%	96%	-	*	-	88%	75%	-	95%	87%	91%	80%
At Meets Grade Level or Above	2019	45%	37%	54%	50%	30%	58%	*	*	-	*	20%	80%	51%	66%	44%	*
	2018	43%	41%	64%	25%	71%	67%	-	*	-	63%	25%	-	65%	63%	57%	40%
At Masters Grade Level	2019	27%	24%	37%	33%	17%	41%	*	*	-	*	0%	20%	33%	47%	22%	*
	2018	25%	23%	41%	13%	50%	42%	-	*	-	38%	13%	-	43%	37%	35%	20%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	80%	91%	83%	96%	91%	*	*	-	*	50%	100%	95%	78%	86%	*
	2018	78%	77%	93%	88%	86%	97%	-	*	-	88%	75%	-	95%	90%	91%	80%
At Meets Grade Level or Above	2019	49%	45%	57%	83%	43%	59%	*	*	-	*	30%	60%	58%	56%	52%	*
	2018	47%	45%	70%	50%	68%	73%	-	*	-	63%	25%	-	74%	57%	59%	60%
At Masters Grade Level	2019	25%	19%	24%	17%	9%	28%	*	*	-	*	10%	20%	26%	19%	12%	*
	2018	23%	19%	35%	50%	36%	35%	-	*	-	25%	25%	-	37%	30%	28%	20%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	74%	89%	90%	90%	87%	-	*	-	100%	75%	*	89%	87%	85%	83%
	2018	73%	71%	86%	100%	63%	89%	-	*	-	*	60%	*	88%	81%	74%	50%
At Meets Grade Level or Above	2019	44%	41%	54%	50%	60%	51%	-	*	-	75%	50%	*	59%	45%	44%	50%
	2018	46%	45%	60%	17%	38%	67%	-	*	-	*	40%	*	59%	63%	45%	13%
At Masters Grade Level	2019	22%	21%	34%	10%	30%	39%	-	*	-	38%	13%	*	40%	23%	25%	33%
	2018	24%	24%	39%	0%	19%	44%	-	*	-	*	20%	*	38%	41%	26%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	80%	97%	100%	97%	96%	-	*	-	100%	75%	*	95%	100%	94%	83%
	2018	78%	83%	93%	50%	88%	96%	-	*	-	*	60%	*	95%	88%	81%	75%
At Meets Grade Level or Above	2019	48%	50%	76%	70%	73%	78%	-	*	-	63%	50%	*	80%	68%	60%	67%
	2018	49%	55%	71%	17%	63%	76%	-	*	-	*	40%	*	74%	66%	48%	38%
At Masters Grade Level	2019	28%	30%	47%	20%	50%	49%	-	*	-	50%	0%	*	52%	38%	33%	33%
	2018	27%	26%	38%	17%	25%	41%	-	*	-	*	40%	*	42%	28%	23%	13%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	64%	88%	100%	80%	88%	-	*	-	100%	63%	*	89%	85%	85%	83%
	2018	63%	64%	78%	83%	50%	82%	-	*	-	*	33%	*	82%	70%	66%	38%
At Meets Grade Level or Above	2019	35%	30%	40%	30%	37%	40%	-	*	-	75%	25%	*	47%	28%	31%	50%
	2018	39%	39%	55%	67%	38%	59%	-	*	-	*	17%	*	58%	48%	34%	0%
At Masters Grade Level	2019	11%	9%	14%	0%	10%	18%	-	*	-	13%	13%	*	20%	4%	8%	17%
	2018	11%	8%	14%	0%	6%	17%	-	*	-	*	0%	*	14%	12%	3%	0%

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	94%	75%	90%	97%	-	*	-	*	67%	*	97%	89%	91%	100%
	2018	84%	82%	88%	40%	79%	94%	*	*	-	*	29%	*	90%	84%	83%	91%
At Meets Grade Level or Above	2019	54%	50%	69%	0%	57%	76%	-	*	-	*	50%	*	72%	62%	59%	22%
	2018	54%	47%	52%	0%	45%	57%	*	*	-	*	29%	*	50%	55%	48%	18%
At Masters Grade Level	2019	29%	25%	39%	0%	29%	43%	-	*	-	*	33%	*	43%	31%	21%	22%
	2018	26%	20%	22%	0%	12%	28%	*	*	-	*	0%	*	22%	21%	10%	0%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	93%	98%	100%	90%	100%	-	*	-	*	67%	*	100%	96%	97%	100%
	2018	91%	92%	99%	100%	97%	100%	*	*	-	*	86%	*	100%	97%	98%	100%
At Meets Grade Level or Above	2019	58%	66%	84%	75%	81%	85%	-	*	-	*	50%	*	86%	80%	69%	89%
	2018	58%	64%	84%	80%	82%	85%	*	*	-	*	57%	*	88%	76%	88%	73%
At Masters Grade Level	2019	36%	44%	68%	38%	71%	70%	-	*	-	*	33%	*	71%	63%	49%	78%
	2018	30%	32%	54%	60%	52%	53%	*	*	-	*	29%	*	59%	45%	52%	45%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	72%	83%	63%	57%	91%	-	*	-	*	33%	*	86%	80%	68%	56%
	2018	76%	72%	84%	40%	70%	93%	*	*	-	*	71%	*	87%	79%	77%	64%
At Meets Grade Level or Above	2019	49%	43%	55%	0%	43%	63%	-	*	-	*	33%	*	62%	44%	41%	22%
	2018	41%	33%	43%	0%	27%	50%	*	*	-	*	29%	*	41%	47%	35%	9%
At Masters Grade Level	2019	24%	18%	27%	0%	24%	28%	-	*	-	*	33%	*	32%	20%	12%	22%
	2018	17%	12%	13%	0%	9%	17%	*	*	-	*	14%	*	10%	18%	10%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	91%	89%	85%	92%	*	100%	-	100%	56%	86%	93%	88%	87%	86%
	2018	77%	75%	89%	76%	79%	93%	*	100%	-	93%	62%	94%	92%	85%	84%	73%
At Meets Grade Level or Above	2019	50%	45%	61%	44%	53%	64%	*	88%	-	66%	37%	57%	63%	56%	49%	45%
	2018	48%	45%	63%	33%	55%	67%	*	71%	-	71%	32%	61%	64%	59%	53%	30%
At Masters Grade Level	2019	24%	19%	36%	14%	30%	40%	*	75%	-	26%	15%	29%	39%	30%	22%	33%
	2018	22%	18%	32%	18%	28%	35%	*	41%	-	32%	17%	39%	33%	29%	24%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	90%	88%	86%	91%	*	100%	-	100%	54%	91%	92%	87%	87%	94%
	2018	74%	72%	89%	79%	78%	93%	*	100%	-	92%	55%	100%	91%	84%	84%	75%
At Meets Grade Level or Above	2019	48%	43%	59%	33%	50%	62%	*	83%	-	77%	38%	64%	60%	56%	48%	29%
	2018	46%	41%	59%	16%	53%	64%	*	50%	-	67%	30%	50%	58%	60%	50%	21%
At Masters Grade Level	2019	21%	17%	36%	13%	26%	41%	*	67%	-	31%	13%	27%	38%	32%	23%	24%
	2018	19%	16%	34%	5%	27%	38%	*	50%	-	33%	10%	50%	35%	32%	23%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	95%	96%	95%	96%	*	100%	-	100%	63%	91%	97%	93%	92%	94%
	2018	81%	81%	95%	79%	91%	98%	*	100%	-	92%	75%	100%	96%	92%	91%	88%
At Meets Grade Level or Above	2019	52%	49%	72%	75%	66%	74%	*	100%	-	54%	42%	64%	73%	70%	59%	71%

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	49%	75%	47%	73%	78%	*	100%	-	75%	40%	67%	79%	67%	67%	58%
	2019	26%	23%	46%	25%	43%	49%	*	83%	-	31%	13%	36%	48%	42%	29%	53%
	2018	24%	21%	42%	42%	40%	43%	*	67%	-	42%	30%	50%	45%	35%	36%	29%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	88%	100%	80%	88%	-	*	-	100%	63%	*	89%	85%	85%	83%
	2018	66%	65%	78%	83%	50%	82%	-	*	-	*	33%	*	82%	70%	66%	38%
	2019	38%	31%	40%	30%	37%	40%	-	*	-	75%	25%	*	47%	28%	31%	50%
At Meets Grade Level or Above	2018	41%	38%	55%	67%	38%	59%	-	*	-	*	17%	*	58%	48%	34%	0%
	2019	14%	10%	14%	0%	10%	18%	-	*	-	13%	13%	*	20%	4%	8%	17%
	2018	13%	8%	14%	0%	6%	17%	-	*	-	*	0%	*	14%	12%	3%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	83%	63%	57%	91%	-	*	-	*	33%	*	86%	80%	68%	56%
	2018	80%	77%	84%	40%	70%	93%	*	*	-	*	71%	*	87%	79%	77%	64%
	2019	54%	51%	55%	0%	43%	63%	-	*	-	*	33%	*	62%	44%	41%	22%
At Meets Grade Level or Above	2018	51%	46%	43%	0%	27%	50%	*	*	-	*	29%	*	41%	47%	35%	9%
	2019	25%	20%	27%	0%	24%	28%	-	*	-	*	33%	*	32%	20%	12%	22%
	2018	23%	18%	13%	0%	9%	17%	*	*	-	*	14%	*	10%	18%	10%	0%
At Masters Grade Level																	

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	59	59	45	52	63	-	*	-	63	50	*	59	57	52	75
	2018	63	67	69	67	69	69	-	*	-	*	80	*	67	73	73	69
Grade 4 Mathematics	2019	65	71	74	70	80	74	-	*	-	63	38	*	72	80	72	83
	2018	65	70	66	17	78	66	-	*	-	*	100	*	67	63	69	75
Grade 5 ELA/Reading	2019	81	80	84	94	88	83	-	*	-	*	83	*	86	81	82	100
	2018	80	79	79	80	80	81	-	*	-	*	57	*	79	79	83	100
Grade 5 Mathematics	2019	83	87	94	100	98	94	-	*	-	*	100	*	92	98	94	100
	2018	81	80	90	100	88	90	-	*	-	*	86	*	90	91	89	82
All Grades Both Subjects	2019	69	66	78	75	77	79	-	94	-	56	64	83	77	79	73	91
	2018	69	69	76	64	81	76	-	90	-	63	79	79	76	77	80	83
All Grades ELA/Reading	2019	68	66	71	67	66	74	-	*	-	56	64	83	72	69	65	89
	2018	69	68	74	73	77	74	-	80	-	*	67	92	73	76	79	87
All Grades Mathematics	2019	70	66	84	83	87	84	-	*	-	56	64	83	81	89	82	93
	2018	70	69	79	55	85	77	-	100	-	*	92	67	79	78	81	79

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	39%	56%	*	64%	55%	-	-	-	-	*	50%	*
	2018	38%	37%	46%	*	*	68%	-	-	-	-	*	33%	*
Mathematics	2019	45%	48%	69%	100%	50%	60%	-	-	-	-	20%	75%	*
	2018	47%	48%	79%	*	67%	89%	-	-	-	-	*	71%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	88%	63%	81%	92%	-	*	-	*	67%	74%	60%
Students Requiring Accelerated Instruction														
	2019	22%	24%	12%	38%	19%	8%	-	*	-	*	33%	26%	40%
STAAR Cumulative Met Standard														
	2019	86%	84%	94%	75%	90%	97%	-	*	-	*	67%	91%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	*	100%	*	-	-	-	-	100%	100%	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	87%	98%	100%	90%	99%	-	*	-	*	67%	97%	100%
Students Requiring Accelerated Instruction														
	2019	17%	13%	2%	0%	10%	1%	-	*	-	*	33%	3%	0%
STAAR Cumulative Met Standard														
	2019	90%	93%	98%	100%	90%	100%	-	*	-	*	67%	97%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	*	-	-	-	-	*	*	-

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 833
Grade Span: KG - 05
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	91%	-	-	-	-	-	80%	77%	*	67%	80%	77%
	2018	77%	75%	89%	-	-	-	-	-	65%	65%	-	78%	65%	67%
At Meets Grade Level or Above	2019	50%	45%	61%	-	-	-	-	-	32%	23%	*	33%	32%	32%
	2018	48%	45%	63%	-	-	-	-	-	32%	32%	-	33%	32%	33%
At Masters Grade Level	2019	24%	19%	36%	-	-	-	-	-	16%	14%	*	17%	16%	16%
	2018	22%	18%	32%	-	-	-	-	-	12%	12%	-	22%	12%	14%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	90%	-	-	-	-	-	89%	88%	*	*	89%	91%
	2018	74%	72%	89%	-	-	-	-	-	62%	62%	-	*	62%	63%
At Meets Grade Level or Above	2019	48%	43%	59%	-	-	-	-	-	11%	0%	*	*	11%	9%
	2018	46%	41%	59%	-	-	-	-	-	23%	23%	-	*	23%	25%
At Masters Grade Level	2019	21%	17%	36%	-	-	-	-	-	0%	0%	*	*	0%	0%
	2018	19%	16%	34%	-	-	-	-	-	8%	8%	-	*	8%	13%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	95%	-	-	-	-	-	89%	88%	*	*	89%	91%
	2018	81%	81%	95%	-	-	-	-	-	85%	85%	-	*	85%	88%
At Meets Grade Level or Above	2019	52%	49%	72%	-	-	-	-	-	56%	50%	*	*	56%	64%
	2018	50%	49%	75%	-	-	-	-	-	54%	54%	-	*	54%	56%
At Masters Grade Level	2019	26%	23%	46%	-	-	-	-	-	44%	38%	*	*	44%	45%
	2018	24%	21%	42%	-	-	-	-	-	23%	23%	-	*	23%	25%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	88%	-	-	-	-	-	*	*	*	-	*	*
	2018	66%	65%	78%	-	-	-	-	-	*	*	-	*	*	33%
At Meets Grade Level or Above	2019	38%	31%	40%	-	-	-	-	-	*	*	*	-	*	*
	2018	41%	38%	55%	-	-	-	-	-	*	*	-	*	*	0%
At Masters Grade Level	2019	14%	10%	14%	-	-	-	-	-	*	*	*	-	*	*
	2018	13%	8%	14%	-	-	-	-	-	*	*	-	*	*	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	83%	-	-	-	-	-	*	*	-	*	*	20%
	2018	80%	77%	84%	-	-	-	-	-	*	*	-	*	*	60%
At Meets Grade Level or Above	2019	54%	51%	55%	-	-	-	-	-	*	*	-	*	*	0%
	2018	51%	46%	43%	-	-	-	-	-	*	*	-	*	*	20%
At Masters Grade Level	2019	25%	20%	27%	-	-	-	-	-	*	*	-	*	*	0%
	2018	23%	18%	13%	-	-	-	-	-	*	*	-	*	*	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	66%	78%	-	-	-	-	-	82%	79%	*	*	82%	84%
	2018	69%	69%	76%	-	-	-	-	-	88%	88%	-	100%	88%	91%
All Grades ELA/Reading	2019	68%	66%	71%	-	-	-	-	-	79%	75%	*	*	79%	81%
	2018	69%	68%	74%	-	-	-	-	-	88%	88%	-	*	88%	91%
All Grades Mathematics	2019	70%	66%	84%	-	-	-	-	-	86%	83%	*	*	86%	88%
	2018	70%	69%	79%	-	-	-	-	-	88%	88%	-	*	88%	91%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	39%	56%	-	-	-	-	-	*	*	*	*	*	*
	2018	38%	37%	46%	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2019	45%	48%	69%	-	-	-	-	-	*	*	-	-	*	*
	2018	47%	48%	79%	-	-	-	-	-	*	*	-	*	*	*

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 779
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	99%	100%
Included in Accountability	94%	94%	95%	92%	98%	94%	*	100%	-	97%	95%	92%	91%
Not Included in Accountability													
Mobile	4%	5%	5%	8%	2%	5%	*	0%	-	3%	5%	7%	9%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	94%	75%	94%	96%	*	100%	-	88%	90%	93%	90%
Not Included in Accountability													
Mobile	4%	6%	6%	25%	6%	4%	*	0%	-	13%	10%	7%	10%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.3%	96.5%	96.9%	96.9%	96.3%	*	97.7%	-	96.8%	96.7%	96.0%	96.2%
2017-18	95.4%	95.0%	96.4%	96.4%	96.9%	96.3%	*	96.6%	-	97.6%	95.8%	95.9%	97.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	7.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	88.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	88.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Graduation Profile

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	450	355,615
By Ethnicity:				
African American	-	-	37	43,953
Hispanic	-	-	159	180,673
White	-	-	231	105,577
American Indian	-	-	1	1,293
Asian	-	-	7	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	15	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	58	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	391	285,538
Special Education Graduates	-	-	22	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	38	25,189
At-Risk Graduates	-	-	169	146,432

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	64.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	42.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	38.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	37.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	26.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	38.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus CCMR-Related Indicators

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	44.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	28.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	56.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	14.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	27.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	52.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	51.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	35.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1040	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	535	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	505	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	28.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	12.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	18.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	15.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	45.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus Count	Campus Percent	District	State	Campus Count	Campus Percent	District	State
Total Students	833	100.0%	7,813	5,479,173	834	100.0%	7,865	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.6%	0.3%	0	0.0%	0.8%	0.5%
Pre-Kindergarten	0	0.0%	2.2%	4.5%	0	0.0%	2.2%	4.5%
Kindergarten	137	16.4%	7.8%	7.0%	137	16.4%	7.8%	7.0%
Grade 1	126	15.1%	6.9%	7.1%	126	15.1%	6.9%	7.1%
Grade 2	132	15.8%	7.5%	7.1%	132	15.8%	7.5%	7.1%
Grade 3	137	16.4%	7.6%	7.1%	137	16.4%	7.6%	7.1%
Grade 4	156	18.7%	8.1%	7.3%	156	18.7%	8.1%	7.3%
Grade 5	145	17.4%	8.1%	7.6%	146	17.5%	8.0%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.5%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.5%	0	0.0%	7.6%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	8.4%	7.4%	0	0.0%	8.4%	7.4%
Grade 11	0	0.0%	5.9%	6.9%	0	0.0%	5.9%	6.9%
Grade 12	0	0.0%	5.7%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	58	7.0%	7.0%	12.6%	58	7.0%	7.0%	12.6%
Hispanic	184	22.1%	37.2%	52.8%	184	22.1%	37.3%	52.8%
White	545	65.4%	51.8%	27.0%	546	65.5%	51.7%	27.0%
American Indian	7	0.8%	0.4%	0.4%	7	0.8%	0.4%	0.4%
Asian	9	1.1%	0.5%	4.6%	9	1.1%	0.5%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	30	3.6%	3.0%	2.5%	30	3.6%	3.0%	2.5%
Sex:								
Female	425	51.0%	48.9%	48.8%	425	51.0%	48.8%	48.8%
Male	408	49.0%	51.1%	51.2%	409	49.0%	51.2%	51.2%
Economically Disadvantaged	328	39.4%	60.7%	60.3%	329	39.4%	60.8%	60.2%
Non-Educationally Disadvantaged	505	60.6%	39.3%	39.7%	505	60.6%	39.2%	39.8%
Section 504 Students	39	4.7%	6.5%	6.9%	39	4.7%	6.5%	6.9%
English Learners (EL)	28	3.4%	14.8%	20.3%	28	3.4%	14.8%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.9%	1.5%				
Students w/ Dyslexia	31	3.7%	3.2%	4.1%	31	3.7%	3.2%	4.1%
Foster Care	2	0.2%	0.3%	0.3%	2	0.2%	0.3%	0.3%
Homeless	3	0.4%	0.6%	1.4%	3	0.4%	0.6%	1.4%
Immigrant	0	0.0%	0.3%	2.3%	0	0.0%	0.3%	2.3%
Migrant	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Title I	0	0.0%	35.4%	65.1%	0	0.0%	35.2%	65.1%
Military Connected	16	1.9%	0.6%	1.9%	16	1.9%	0.5%	1.9%
At-Risk	280	33.6%	50.6%	50.6%	280	33.6%	50.6%	50.5%

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	24	2.9%	13.9%	20.6%	24	2.9%	13.9%	20.6%
Career & Technical Education	0	0.0%	22.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.1%	50.8%	0	-	38.9%	50.8%
Gifted & Talented Education	44	5.3%	5.3%	8.1%	44	5.3%	5.3%	8.1%
Special Education	72	8.6%	9.5%	10.5%	73	8.8%	9.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	72							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	38.6%	42.4%				
Students with Physical Disabilities	26	36.1%	21.3%	21.4%				
Students with Autism	18	25.0%	18.5%	13.8%				
Students with Behavioral Disabilities	16	22.2%	19.8%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.7%	1.5%				
Mobility (2018-19):								
Total Mobile Students	99	13.9%	17.7%	15.3%				
By Ethnicity:								
African American	16	2.2%						
Hispanic	17	2.4%						
White	61	8.5%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	5	0.7%						
Student Attrition (2018-19):								
Total Student Attrition	98	15.2%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	8.3%	6.0%	5.5%
Grade 1	1.8%	1.6%	2.9%	0.0%	1.6%	4.9%
Grade 2	0.0%	0.2%	1.6%	0.0%	1.4%	2.0%
Grade 3	0.8%	0.2%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.8%	0.5%	-	0.0%	0.6%
Grade 8	-	0.2%	0.4%	-	0.0%	0.6%
Grade 9	-	6.9%	7.8%	-	11.5%	13.1%

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.0	20.7	19.0
Grade 1	20.5	20.1	18.9
Grade 2	21.7	19.8	18.8
Grade 3	22.5	20.9	19.0
Grade 4	21.9	20.7	19.2
Grade 5	24.0	21.1	20.9
Grade 6	-	19.9	20.4
Secondary:			
English/Language Arts	-	16.0	16.4
Foreign Languages	-	22.5	18.7
Mathematics	-	16.5	17.8
Science	-	18.2	18.8
Social Studies	-	17.6	19.3

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	62.5	100.0%	100.0%	100.0%
Professional Staff:	51.5	82.4%	57.3%	63.7%
Teachers	43.5	69.6%	44.3%	49.4%
Professional Support	5.0	8.0%	9.4%	10.2%
Campus Administration (School Leadership)	3.0	4.8%	2.9%	3.0%
Educational Aides:	11.0	17.6%	10.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	12.0	12,901.0
Part-time	0.0	n/a	2.0	1,103.0
Total Minority Staff:	6.0	9.6%	26.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	3.8%	10.8%
Hispanic	1.0	2.3%	12.6%	28.1%
White	42.5	97.7%	82.7%	57.7%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	1.7	4.0%	18.0%	23.8%
Females	41.8	96.0%	82.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.3%
Bachelors	40.5	93.1%	81.0%	73.4%
Masters	3.0	6.9%	17.5%	24.5%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.6%	4.7%	7.4%
1-5 Years Experience	8.0	18.4%	28.4%	27.9%
6-10 Years Experience	11.8	27.1%	22.9%	19.4%
11-20 Years Experience	10.0	23.0%	26.8%	29.4%
Over 20 Years Experience	11.7	26.9%	17.1%	15.9%
Number of Students per Teacher	19.1	n/a	17.8	15.1

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	3.5	6.2
Average Years Experience of Principals with District	4.0	3.5	5.3
Average Years Experience of Assistant Principals	4.5	6.8	5.3
Average Years Experience of Assistant Principals with District	3.0	4.6	4.7
Average Years Experience of Teachers:	13.9	11.2	11.1
Average Years Experience of Teachers with District:	9.1	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$50,000	\$49,184	\$49,868
1-5 Years Experience	\$52,030	\$51,855	\$52,823
6-10 Years Experience	\$55,523	\$55,066	\$55,756
11-20 Years Experience	\$59,998	\$59,315	\$59,308
Over 20 Years Experience	\$65,526	\$66,290	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,350	\$56,937	\$57,091
Professional Support	\$68,110	\$67,371	\$67,352
Campus Administration (School Leadership)	\$73,667	\$82,450	\$82,512
Instructional Staff Percent:	n/a	60.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.1	0.7	6,309.0

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 833
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.5%	6.5%
Career & Technical Education	0.0	0.0%	4.5%	5.0%
Compensatory Education	0.0	0.0%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	41.5	95.4%	77.0%	70.9%
Special Education	2.0	4.6%	6.8%	9.3%
Other	0.0	0.0%	8.7%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 '-' Indicates there are no students in the group.
 'n/a' Indicates data reporting is not applicable for this group.
 '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **EDWARD B CANNAN EL**

Campus Number: **170904106**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	71%	58%	*	55%	64%	-	-	-	*	22%	*	59%	50%	49%	58%
	2018	77%	77%	68%	*	59%	77%	-	-	-	100%	43%	*	65%	80%	63%	57%
At Meets Grade Level or Above	2019	45%	37%	29%	*	25%	34%	-	-	-	*	11%	*	31%	13%	22%	25%
	2018	43%	41%	36%	*	27%	46%	-	-	-	40%	43%	*	33%	48%	32%	21%
At Masters Grade Level	2019	27%	24%	20%	*	15%	28%	-	-	-	*	0%	*	23%	0%	16%	13%
	2018	25%	23%	12%	*	9%	17%	-	-	-	0%	0%	*	11%	16%	9%	6%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	80%	71%	*	72%	74%	-	-	-	*	22%	*	75%	50%	68%	75%
	2018	78%	77%	72%	*	72%	72%	-	-	-	60%	40%	*	73%	67%	69%	73%
At Meets Grade Level or Above	2019	49%	45%	45%	*	51%	38%	-	-	-	*	11%	*	50%	13%	43%	55%
	2018	47%	45%	38%	*	38%	38%	-	-	-	40%	30%	*	38%	37%	33%	35%
At Masters Grade Level	2019	25%	19%	20%	*	28%	13%	-	-	-	*	0%	*	22%	6%	18%	30%
	2018	23%	19%	15%	*	14%	17%	-	-	-	0%	0%	*	14%	15%	12%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	74%	66%	*	60%	72%	-	-	-	100%	25%	*	69%	58%	60%	60%
	2018	73%	71%	68%	*	65%	71%	-	*	-	*	38%	*	64%	79%	66%	62%
At Meets Grade Level or Above	2019	44%	41%	34%	*	24%	44%	-	-	-	60%	17%	*	33%	36%	25%	19%
	2018	46%	45%	37%	*	31%	42%	-	*	-	*	25%	*	36%	39%	30%	24%
At Masters Grade Level	2019	22%	21%	15%	*	10%	22%	-	-	-	20%	0%	*	14%	17%	8%	8%
	2018	24%	24%	15%	*	16%	16%	-	*	-	*	13%	*	14%	18%	11%	10%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	80%	79%	*	83%	76%	-	-	-	80%	42%	*	85%	67%	79%	85%
	2018	78%	83%	74%	*	79%	70%	-	*	-	*	36%	*	75%	73%	72%	82%
At Meets Grade Level or Above	2019	48%	50%	46%	*	46%	48%	-	-	-	40%	25%	*	51%	36%	44%	46%
	2018	49%	55%	50%	*	57%	43%	-	*	-	*	27%	*	48%	53%	50%	57%
At Masters Grade Level	2019	28%	30%	28%	*	27%	30%	-	-	-	20%	17%	*	29%	25%	26%	25%
	2018	27%	26%	25%	*	30%	18%	-	*	-	*	0%	*	27%	20%	24%	30%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	64%	61%	*	60%	63%	-	-	-	60%	27%	*	60%	64%	55%	60%
	2018	63%	64%	66%	*	67%	64%	-	*	-	*	33%	*	67%	63%	65%	67%
At Meets Grade Level or Above	2019	35%	30%	28%	*	19%	41%	-	-	-	20%	18%	*	29%	25%	22%	17%
	2018	39%	39%	36%	*	40%	33%	-	*	-	*	22%	*	35%	40%	33%	35%
At Masters Grade Level	2019	11%	9%	9%	*	5%	16%	-	-	-	0%	9%	*	10%	8%	7%	2%
	2018	11%	8%	7%	*	8%	5%	-	*	-	*	11%	*	7%	7%	5%	7%

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	82%	80%	82%	80%	-	*	-	*	55%	*	80%	88%	80%	79%
	2018	84%	82%	77%	*	80%	82%	-	-	-	*	36%	*	79%	71%	75%	74%
At Meets Grade Level or Above	2019	54%	50%	41%	0%	44%	40%	-	*	-	*	27%	*	43%	33%	33%	38%
	2018	54%	47%	46%	*	47%	51%	-	-	-	*	18%	*	51%	35%	41%	46%
At Masters Grade Level	2019	29%	25%	16%	0%	18%	13%	-	*	-	*	0%	*	16%	17%	11%	10%
	2018	26%	20%	23%	*	27%	22%	-	-	-	*	0%	*	26%	16%	21%	26%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	93%	91%	100%	92%	88%	-	*	-	*	36%	*	92%	88%	92%	90%
	2018	91%	92%	95%	*	100%	91%	-	-	-	*	58%	*	94%	97%	97%	100%
At Meets Grade Level or Above	2019	58%	66%	69%	40%	78%	63%	-	*	-	*	27%	*	74%	54%	68%	79%
	2018	58%	64%	65%	*	69%	65%	-	-	-	*	33%	*	71%	53%	63%	67%
At Masters Grade Level	2019	36%	44%	38%	20%	40%	35%	-	*	-	*	18%	*	42%	25%	33%	38%
	2018	30%	32%	28%	*	33%	26%	-	-	-	*	0%	*	31%	22%	28%	33%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	72%	61%	40%	54%	74%	-	*	-	*	36%	*	58%	71%	59%	51%
	2018	76%	72%	75%	*	71%	83%	-	-	-	*	42%	*	74%	78%	74%	67%
At Meets Grade Level or Above	2019	49%	43%	27%	0%	22%	34%	-	*	-	*	27%	*	23%	38%	22%	21%
	2018	41%	33%	38%	*	39%	41%	-	-	-	*	25%	*	43%	28%	38%	38%
At Masters Grade Level	2019	24%	18%	7%	0%	2%	13%	-	*	-	*	0%	*	7%	8%	4%	3%
	2018	17%	12%	16%	*	18%	15%	-	-	-	*	8%	*	18%	13%	13%	15%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	71%	47%	69%	73%	-	*	-	85%	34%	63%	72%	67%	67%	69%
	2018	77%	75%	74%	48%	74%	77%	-	*	-	68%	41%	61%	73%	76%	73%	72%
At Meets Grade Level or Above	2019	50%	45%	39%	13%	38%	43%	-	*	-	45%	21%	47%	41%	33%	35%	37%
	2018	48%	45%	43%	22%	43%	45%	-	*	-	24%	28%	9%	44%	42%	40%	40%
At Masters Grade Level	2019	24%	19%	19%	6%	18%	21%	-	*	-	18%	6%	21%	21%	15%	16%	16%
	2018	22%	18%	18%	0%	19%	17%	-	*	-	4%	4%	4%	18%	16%	15%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	68%	42%	65%	72%	-	*	-	100%	34%	57%	69%	66%	62%	65%
	2018	74%	72%	71%	25%	67%	77%	-	*	-	80%	38%	56%	69%	76%	68%	64%
At Meets Grade Level or Above	2019	48%	43%	34%	8%	30%	39%	-	*	-	58%	19%	43%	35%	30%	26%	26%
	2018	46%	41%	40%	25%	35%	47%	-	*	-	30%	27%	22%	39%	40%	35%	30%
At Masters Grade Level	2019	21%	17%	17%	0%	14%	21%	-	*	-	25%	0%	0%	18%	13%	12%	10%
	2018	19%	16%	17%	0%	17%	19%	-	*	-	0%	4%	11%	17%	17%	14%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	80%	58%	81%	79%	-	*	-	92%	34%	71%	83%	70%	79%	83%
	2018	81%	81%	80%	63%	83%	78%	-	*	-	70%	45%	56%	80%	80%	79%	84%
At Meets Grade Level or Above	2019	52%	49%	52%	25%	57%	49%	-	*	-	50%	22%	57%	57%	37%	51%	58%

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	49%	50%	25%	54%	48%	-	*	-	30%	30%	0%	51%	48%	48%	52%
	2019	26%	23%	28%	17%	31%	26%	-	*	-	25%	13%	57%	30%	21%	25%	31%
	2018	24%	21%	22%	0%	25%	20%	-	*	-	10%	0%	0%	23%	19%	21%	23%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	61%	*	60%	63%	-	-	-	60%	27%	*	60%	64%	55%	60%
	2018	66%	65%	66%	*	67%	64%	-	*	-	*	33%	*	67%	63%	65%	67%
	2019	38%	31%	28%	*	19%	41%	-	-	-	20%	18%	*	29%	25%	22%	17%
At Meets Grade Level or Above	2018	41%	38%	36%	*	40%	33%	-	*	-	*	22%	*	35%	40%	33%	35%
	2019	14%	10%	9%	*	5%	16%	-	-	-	0%	9%	*	10%	8%	7%	2%
	2018	13%	8%	7%	*	8%	5%	-	*	-	*	11%	*	7%	7%	5%	7%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	61%	40%	54%	74%	-	*	-	*	36%	*	58%	71%	59%	51%
	2018	80%	77%	75%	*	71%	83%	-	-	-	*	42%	*	74%	78%	74%	67%
	2019	54%	51%	27%	0%	22%	34%	-	*	-	*	27%	*	23%	38%	22%	21%
At Meets Grade Level or Above	2018	51%	46%	38%	*	39%	41%	-	-	-	*	25%	*	43%	28%	38%	38%
	2019	25%	20%	7%	0%	2%	13%	-	*	-	*	0%	*	7%	8%	4%	3%
	2018	23%	18%	16%	*	18%	15%	-	-	-	*	8%	*	18%	13%	13%	15%

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	59	65	*	64	63	-	-	-	100	60	*	70	55	68	60
	2018	63	67	70	*	72	61	-	*	-	*	92	*	70	69	66	66
Grade 4 Mathematics	2019	65	71	74	*	75	70	-	-	-	100	70	*	79	60	75	76
	2018	65	70	80	*	84	72	-	*	-	*	90	*	80	82	79	83
Grade 5 ELA/Reading	2019	81	80	82	60	92	76	-	*	-	*	68	*	82	82	84	92
	2018	80	79	81	*	83	83	-	-	-	*	55	*	84	71	79	78
Grade 5 Mathematics	2019	83	87	89	100	85	91	-	*	-	*	73	*	89	88	87	81
	2018	81	80	85	*	84	88	-	-	-	*	88	*	82	92	85	79
All Grades Both Subjects	2019	69	66	77	75	79	74	-	*	-	89	68	70	80	69	79	78
	2018	69	69	79	79	81	77	-	*	-	85	79	65	79	79	77	77
All Grades ELA/Reading	2019	68	66	73	63	78	68	-	*	-	83	64	60	76	66	76	77
	2018	69	68	75	71	78	73	-	*	-	70	68	80	77	70	73	72
All Grades Mathematics	2019	70	66	81	88	79	80	-	*	-	94	71	80	84	72	81	78
	2018	70	69	83	86	84	80	-	*	-	100	89	50	81	87	82	81

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	39%	41%	*	48%	31%	-	-	-	-	29%	41%	48%
	2018	38%	37%	45%	*	46%	48%	-	-	-	*	*	45%	40%
Mathematics	2019	45%	48%	54%	*	50%	50%	-	-	-	*	14%	53%	40%
	2018	47%	48%	55%	*	58%	53%	-	-	-	*	*	59%	56%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	69%	60%	71%	68%	-	*	-	*	29%	66%	54%
Students Requiring Accelerated Instruction														
	2019	22%	24%	31%	40%	29%	32%	-	*	-	*	71%	34%	46%
STAAR Cumulative Met Standard														
	2019	86%	84%	81%	80%	81%	79%	-	*	-	*	38%	79%	71%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	*	100%	100%	-	-	-	*	*	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	87%	84%	80%	85%	81%	-	*	-	*	13%	83%	82%
Students Requiring Accelerated Instruction														
	2019	17%	13%	16%	20%	15%	19%	-	*	-	*	88%	17%	18%
STAAR Cumulative Met Standard														
	2019	90%	93%	91%	100%	92%	87%	-	*	-	*	13%	92%	86%

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 713
 Grade Span: KG - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	71%	64%	-	-	-	64%	79%	-	79%	71%	65%	65%
	2018	77%	75%	74%	68%	-	-	-	68%	64%	64%	-	40%	67%	67%
At Meets Grade Level or Above	2019	50%	45%	39%	29%	-	-	-	29%	41%	-	41%	24%	30%	30%
	2018	48%	45%	43%	33%	-	-	-	33%	32%	32%	-	0%	33%	32%
At Masters Grade Level	2019	24%	19%	19%	10%	-	-	-	10%	28%	-	28%	12%	12%	12%
	2018	22%	18%	18%	9%	-	-	-	9%	4%	4%	-	0%	9%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	68%	57%	-	-	-	57%	85%	-	85%	67%	60%	60%
	2018	74%	72%	71%	59%	-	-	-	59%	56%	56%	-	*	58%	57%
At Meets Grade Level or Above	2019	48%	43%	34%	16%	-	-	-	16%	38%	-	38%	17%	18%	18%
	2018	46%	41%	40%	23%	-	-	-	23%	33%	33%	-	*	24%	23%
At Masters Grade Level	2019	21%	17%	17%	6%	-	-	-	6%	23%	-	23%	0%	7%	7%
	2018	19%	16%	17%	6%	-	-	-	6%	0%	0%	-	*	6%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	80%	82%	-	-	-	82%	77%	-	77%	67%	81%	80%
	2018	81%	81%	80%	81%	-	-	-	81%	78%	78%	-	*	81%	81%
At Meets Grade Level or Above	2019	52%	49%	52%	56%	-	-	-	56%	46%	-	46%	33%	55%	54%
	2018	50%	49%	50%	45%	-	-	-	45%	33%	33%	-	*	44%	43%
At Masters Grade Level	2019	26%	23%	28%	22%	-	-	-	22%	38%	-	38%	33%	24%	24%
	2018	24%	21%	22%	16%	-	-	-	16%	11%	11%	-	*	16%	15%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	61%	51%	-	-	-	51%	*	-	*	80%	52%	55%
	2018	66%	65%	66%	66%	-	-	-	66%	*	*	-	-	63%	63%
At Meets Grade Level or Above	2019	38%	31%	28%	7%	-	-	-	7%	*	-	*	20%	7%	9%
	2018	41%	38%	36%	31%	-	-	-	31%	*	*	-	-	29%	29%
At Masters Grade Level	2019	14%	10%	9%	0%	-	-	-	0%	*	-	*	0%	0%	0%
	2018	13%	8%	7%	3%	-	-	-	3%	*	*	-	-	3%	3%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	61%	37%	-	-	-	37%	*	-	*	-	38%	38%
	2018	80%	77%	75%	50%	-	-	-	50%	*	*	-	*	54%	52%
At Meets Grade Level or Above	2019	54%	51%	27%	4%	-	-	-	4%	*	-	*	-	7%	7%
	2018	51%	46%	38%	23%	-	-	-	23%	*	*	-	*	27%	26%
At Masters Grade Level	2019	25%	20%	7%	0%	-	-	-	0%	*	-	*	-	0%	0%
	2018	23%	18%	16%	5%	-	-	-	5%	*	*	-	*	4%	4%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	66%	77%	77%	-	-	-	77%	100%	-	100%	20%	78%	74%
	2018	69%	69%	79%	71%	-	-	-	71%	88%	88%	-	*	73%	73%
All Grades ELA/Reading	2019	68%	66%	73%	76%	-	-	-	76%	*	-	*	20%	78%	72%
	2018	69%	68%	75%	63%	-	-	-	63%	88%	88%	-	*	67%	66%
All Grades Mathematics	2019	70%	66%	81%	78%	-	-	-	78%	*	-	*	20%	79%	75%
	2018	70%	69%	83%	78%	-	-	-	78%	88%	88%	-	*	79%	80%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	39%	41%	43%	-	-	-	43%	*	-	*	*	45%	48%
	2018	38%	37%	45%	42%	-	-	-	42%	*	*	-	*	41%	40%
Mathematics	2019	45%	48%	54%	33%	-	-	-	33%	*	-	*	-	40%	40%
	2018	47%	48%	55%	55%	-	-	-	55%	*	*	-	-	56%	56%

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 660
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	99%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	100%	95%	93%	-	*	-	100%	97%	95%	97%
Not Included in Accountability													
Mobile	4%	5%	4%	0%	3%	5%	-	*	-	0%	0%	3%	1%
Other Exclusions	1%	1%	1%	0%	1%	1%	-	*	-	0%	3%	1%	2%
Not Tested	1%	0%	0%	0%	0%	1%	-	*	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	-	*	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	93%	94%	74%	96%	93%	-	*	-	100%	84%	94%	97%
Not Included in Accountability													
Mobile	4%	6%	5%	26%	3%	6%	-	*	-	0%	14%	5%	2%
Other Exclusions	1%	0%	1%	0%	1%	1%	-	*	-	0%	2%	0%	1%
Not Tested	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.3%	96.2%	96.8%	97.1%	94.9%	*	*	-	96.2%	94.4%	96.2%	97.3%
2017-18	95.4%	95.0%	96.2%	96.5%	97.4%	94.8%	-	*	-	95.9%	95.0%	96.4%	97.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	7.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	88.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	88.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Graduation Profile

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	450	355,615
By Ethnicity:				
African American	-	-	37	43,953
Hispanic	-	-	159	180,673
White	-	-	231	105,577
American Indian	-	-	1	1,293
Asian	-	-	7	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	15	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	58	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	391	285,538
Special Education Graduates	-	-	22	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	38	25,189
At-Risk Graduates	-	-	169	146,432

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	64.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	42.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	38.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	37.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	26.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	38.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	44.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	28.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	56.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	14.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	27.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	52.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	51.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	35.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1040	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	535	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	505	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	28.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	12.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	18.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	15.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	45.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus Count	Campus Percent	District	State	Campus Count	Campus Percent	District	State
Total Students	713	100.0%	7,813	5,479,173	713	100.0%	7,865	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.6%	0.3%	0	0.0%	0.8%	0.5%
Pre-Kindergarten	0	0.0%	2.2%	4.5%	0	0.0%	2.2%	4.5%
Kindergarten	127	17.8%	7.8%	7.0%	127	17.8%	7.8%	7.0%
Grade 1	97	13.6%	6.9%	7.1%	97	13.6%	6.9%	7.1%
Grade 2	121	17.0%	7.5%	7.1%	121	17.0%	7.5%	7.1%
Grade 3	107	15.0%	7.6%	7.1%	107	15.0%	7.6%	7.1%
Grade 4	130	18.2%	8.1%	7.3%	130	18.2%	8.1%	7.3%
Grade 5	131	18.4%	8.1%	7.6%	131	18.4%	8.0%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.5%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.5%	0	0.0%	7.6%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	8.4%	7.4%	0	0.0%	8.4%	7.4%
Grade 11	0	0.0%	5.9%	6.9%	0	0.0%	5.9%	6.9%
Grade 12	0	0.0%	5.7%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	17	2.4%	7.0%	12.6%	17	2.4%	7.0%	12.6%
Hispanic	353	49.5%	37.2%	52.8%	353	49.5%	37.3%	52.8%
White	324	45.4%	51.8%	27.0%	324	45.4%	51.7%	27.0%
American Indian	1	0.1%	0.4%	0.4%	1	0.1%	0.4%	0.4%
Asian	0	0.0%	0.5%	4.6%	0	0.0%	0.5%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	18	2.5%	3.0%	2.5%	18	2.5%	3.0%	2.5%
Sex:								
Female	357	50.1%	48.9%	48.8%	357	50.1%	48.8%	48.8%
Male	356	49.9%	51.1%	51.2%	356	49.9%	51.2%	51.2%
Economically Disadvantaged	487	68.3%	60.7%	60.3%	487	68.3%	60.8%	60.2%
Non-Educationally Disadvantaged	226	31.7%	39.3%	39.7%	226	31.7%	39.2%	39.8%
Section 504 Students	41	5.8%	6.5%	6.9%	41	5.8%	6.5%	6.9%
English Learners (EL)	269	37.7%	14.8%	20.3%	269	37.7%	14.8%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.9%	1.5%				
Students w/ Dyslexia	12	1.7%	3.2%	4.1%	12	1.7%	3.2%	4.1%
Foster Care	2	0.3%	0.3%	0.3%	2	0.3%	0.3%	0.3%
Homeless	5	0.7%	0.6%	1.4%	5	0.7%	0.6%	1.4%
Immigrant	5	0.7%	0.3%	2.3%	5	0.7%	0.3%	2.3%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	713	100.0%	35.4%	65.1%	713	100.0%	35.2%	65.1%
Military Connected	2	0.3%	0.6%	1.9%	2	0.3%	0.5%	1.9%
At-Risk	508	71.2%	50.6%	50.6%	508	71.2%	50.6%	50.5%

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

<u>Student Information</u>	<u>Membership</u>				<u>Enrollment</u>			
	<u>Campus</u>	<u>Percent</u>	<u>District</u>	<u>State</u>	<u>Campus</u>	<u>Percent</u>	<u>District</u>	<u>State</u>
Students by Instructional Program:								
Bilingual/ESL Education	262	36.7%	13.9%	20.6%	262	36.7%	13.9%	20.6%
Career & Technical Education	0	0.0%	22.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.1%	50.8%	0	-	38.9%	50.8%
Gifted & Talented Education	14	2.0%	5.3%	8.1%	14	2.0%	5.3%	8.1%
Special Education	65	9.1%	9.5%	10.5%	65	9.1%	9.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	65							
By Type of Primary Disability								
Students with Intellectual Disabilities	22	33.8%	38.6%	42.4%				
Students with Physical Disabilities	24	36.9%	21.3%	21.4%				
Students with Autism	12	18.5%	18.5%	13.8%				
Students with Behavioral Disabilities	7	10.8%	19.8%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.5%				
Mobility (2018-19):								
Total Mobile Students	72	11.7%	17.7%	15.3%				
By Ethnicity:								
African American	2	0.3%						
Hispanic	34	5.5%						
White	35	5.7%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	66	11.9%						

<u>Student Information</u>	<u>Non-Special Education Rates</u>			<u>Special Education Rates</u>		
	<u>Campus</u>	<u>District</u>	<u>State</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	6.0%	5.5%
Grade 1	0.0%	1.6%	2.9%	0.0%	1.6%	4.9%
Grade 2	0.0%	0.2%	1.6%	0.0%	1.4%	2.0%
Grade 3	0.0%	0.2%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.9%	0.2%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.8%	0.5%	-	0.0%	0.6%
Grade 8	-	0.2%	0.4%	-	0.0%	0.6%
Grade 9	-	6.9%	7.8%	-	11.5%	13.1%

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.7	20.7	19.0
Grade 1	20.3	20.1	18.9
Grade 2	19.3	19.8	18.8
Grade 3	21.2	20.9	19.0
Grade 4	20.6	20.7	19.2
Grade 5	19.8	21.1	20.9
Grade 6	-	19.9	20.4
Secondary:			
English/Language Arts	-	16.0	16.4
Foreign Languages	-	22.5	18.7
Mathematics	-	16.5	17.8
Science	-	18.2	18.8
Social Studies	-	17.6	19.3

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	61.6	100.0%	100.0%	100.0%
Professional Staff:	45.0	73.1%	57.3%	63.7%
Teachers	39.0	63.4%	44.3%	49.4%
Professional Support	4.0	6.5%	9.4%	10.2%
Campus Administration (School Leadership)	2.0	3.2%	2.9%	3.0%
Educational Aides:	16.6	26.9%	10.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	12.0	12,901.0
Part-time	0.0	n/a	2.0	1,103.0
Total Minority Staff:	24.7	40.1%	26.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	3.8%	10.8%
Hispanic	15.0	38.5%	12.6%	28.1%
White	24.0	61.5%	82.7%	57.7%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	3.0	7.7%	18.0%	23.8%
Females	36.0	92.3%	82.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.3%
Bachelors	35.0	89.7%	81.0%	73.4%
Masters	3.0	7.7%	17.5%	24.5%
Doctorate	1.0	2.6%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	4.7%	7.4%
1-5 Years Experience	17.0	43.6%	28.4%	27.9%
6-10 Years Experience	7.0	17.9%	22.9%	19.4%
11-20 Years Experience	11.0	28.2%	26.8%	29.4%
Over 20 Years Experience	4.0	10.3%	17.1%	15.9%
Number of Students per Teacher	18.3	n/a	17.8	15.1

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	3.5	6.2
Average Years Experience of Principals with District	4.0	3.5	5.3
Average Years Experience of Assistant Principals	14.0	6.8	5.3
Average Years Experience of Assistant Principals with District	8.0	4.6	4.7
Average Years Experience of Teachers:	9.6	11.2	11.1
Average Years Experience of Teachers with District:	7.1	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,184	\$49,868
1-5 Years Experience	\$51,915	\$51,855	\$52,823
6-10 Years Experience	\$54,813	\$55,066	\$55,756
11-20 Years Experience	\$58,746	\$59,315	\$59,308
Over 20 Years Experience	\$66,645	\$66,290	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$55,873	\$56,937	\$57,091
Professional Support	\$61,973	\$67,371	\$67,352
Campus Administration (School Leadership)	\$84,655	\$82,450	\$82,512
Instructional Staff Percent:	n/a	60.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.5	0.7	6,309.0

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 713
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	4.0	10.3%	2.5%	6.5%
Career & Technical Education	0.0	0.0%	4.5%	5.0%
Compensatory Education	0.0	0.0%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	33.0	84.6%	77.0%	70.9%
Special Education	2.0	5.1%	6.8%	9.3%
Other	0.0	0.0%	8.7%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 '-' Indicates there are no students in the group.
 'n/a' Indicates data reporting is not applicable for this group.
 '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **W LLOYD MEADOR EL**

Campus Number: **170904107**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	71%	75%	40%	78%	75%	-	-	-	*	43%	*	77%	67%	69%	78%
	2018	77%	77%	84%	83%	83%	85%	-	-	-	80%	60%	100%	86%	77%	78%	81%
At Meets Grade Level or Above	2019	45%	37%	36%	20%	38%	36%	-	-	-	*	29%	*	39%	25%	25%	33%
	2018	43%	41%	41%	33%	32%	50%	-	-	-	40%	40%	20%	45%	30%	38%	36%
At Masters Grade Level	2019	27%	24%	25%	0%	28%	26%	-	-	-	*	14%	*	27%	17%	15%	22%
	2018	25%	23%	26%	33%	15%	33%	-	-	-	40%	20%	0%	30%	13%	22%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	80%	85%	100%	83%	85%	-	-	-	*	57%	*	84%	88%	80%	81%
	2018	78%	77%	82%	67%	84%	82%	-	-	-	80%	29%	100%	85%	71%	77%	82%
At Meets Grade Level or Above	2019	49%	45%	46%	20%	58%	42%	-	-	-	*	14%	*	48%	38%	37%	56%
	2018	47%	45%	49%	33%	45%	57%	-	-	-	20%	29%	67%	50%	45%	45%	49%
At Masters Grade Level	2019	25%	19%	19%	20%	28%	15%	-	-	-	*	0%	*	23%	4%	15%	26%
	2018	23%	19%	15%	0%	13%	20%	-	-	-	0%	29%	0%	17%	10%	13%	10%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	74%	75%	80%	70%	76%	-	-	-	100%	33%	71%	77%	69%	72%	69%
	2018	73%	71%	71%	*	56%	77%	-	-	-	*	38%	*	75%	64%	66%	57%
At Meets Grade Level or Above	2019	44%	41%	45%	0%	38%	52%	-	-	-	80%	17%	29%	45%	45%	37%	33%
	2018	46%	45%	46%	*	35%	49%	-	-	-	*	38%	*	49%	41%	38%	24%
At Masters Grade Level	2019	22%	21%	22%	0%	23%	23%	-	-	-	20%	8%	14%	23%	20%	20%	21%
	2018	24%	24%	24%	*	18%	27%	-	-	-	*	25%	*	26%	21%	17%	5%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	80%	77%	60%	74%	79%	-	-	-	100%	42%	71%	76%	78%	73%	79%
	2018	78%	83%	83%	80%	69%	89%	-	-	-	*	33%	*	88%	73%	78%	73%
At Meets Grade Level or Above	2019	48%	50%	42%	0%	39%	45%	-	-	-	80%	17%	43%	45%	37%	38%	44%
	2018	49%	55%	64%	60%	54%	68%	-	-	-	*	33%	*	65%	63%	60%	55%
At Masters Grade Level	2019	28%	30%	24%	0%	23%	25%	-	-	-	40%	8%	29%	27%	18%	24%	26%
	2018	27%	26%	32%	20%	26%	36%	-	-	-	*	22%	*	34%	29%	26%	18%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	64%	61%	40%	56%	65%	-	-	-	100%	17%	43%	63%	58%	58%	54%
	2018	63%	64%	69%	80%	65%	70%	-	-	-	*	33%	*	74%	60%	65%	59%
At Meets Grade Level or Above	2019	35%	30%	36%	0%	30%	42%	-	-	-	60%	17%	29%	37%	33%	28%	33%
	2018	39%	39%	41%	20%	35%	45%	-	-	-	*	33%	*	42%	40%	36%	32%
At Masters Grade Level	2019	11%	9%	6%	0%	3%	10%	-	-	-	0%	0%	0%	8%	4%	4%	0%
	2018	11%	8%	9%	20%	3%	12%	-	-	-	*	33%	*	12%	5%	8%	5%

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus STAAR Performance

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	88%	*	84%	90%	-	-	-	*	45%	*	88%	89%	85%	77%
	2018	84%	82%	87%	87%	87%	89%	*	-	-	*	44%	*	86%	90%	82%	81%
At Meets Grade Level or Above	2019	54%	50%	55%	*	35%	65%	-	-	-	*	36%	*	56%	53%	42%	27%
	2018	54%	47%	57%	40%	44%	69%	*	-	-	*	22%	*	59%	51%	47%	42%
At Masters Grade Level	2019	29%	25%	32%	*	14%	40%	-	-	-	*	27%	*	33%	31%	18%	0%
	2018	26%	20%	26%	7%	20%	36%	*	-	-	*	0%	*	26%	27%	22%	16%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	93%	96%	*	92%	98%	-	-	-	*	82%	*	98%	93%	96%	91%
	2018	91%	92%	96%	100%	95%	95%	*	-	-	*	83%	*	99%	90%	94%	97%
At Meets Grade Level or Above	2019	58%	66%	78%	*	59%	84%	-	-	-	*	73%	*	80%	73%	70%	59%
	2018	58%	64%	74%	50%	80%	77%	*	-	-	*	33%	*	78%	66%	69%	73%
At Masters Grade Level	2019	36%	44%	54%	*	38%	59%	-	-	-	*	45%	*	54%	53%	47%	23%
	2018	30%	32%	38%	14%	30%	49%	*	-	-	*	17%	*	40%	34%	33%	30%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	72%	75%	*	65%	80%	-	-	-	*	36%	*	76%	73%	73%	59%
	2018	76%	72%	75%	53%	66%	88%	*	-	-	*	60%	*	76%	74%	65%	58%
At Meets Grade Level or Above	2019	49%	43%	47%	*	38%	51%	-	-	-	*	36%	*	44%	52%	40%	32%
	2018	41%	33%	37%	20%	20%	53%	*	-	-	*	30%	*	41%	29%	24%	13%
At Masters Grade Level	2019	24%	18%	19%	*	19%	20%	-	-	-	*	27%	*	20%	18%	15%	9%
	2018	17%	12%	13%	7%	7%	20%	*	-	-	*	10%	*	12%	17%	8%	3%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	79%	68%	74%	82%	-	-	-	100%	43%	67%	79%	77%	76%	73%
	2018	77%	75%	81%	79%	77%	84%	67%	-	-	83%	46%	76%	84%	75%	76%	75%
At Meets Grade Level or Above	2019	50%	45%	48%	22%	41%	53%	-	-	-	68%	30%	36%	49%	46%	40%	39%
	2018	48%	45%	51%	39%	43%	58%	33%	-	-	44%	32%	40%	53%	46%	45%	41%
At Masters Grade Level	2019	24%	19%	25%	16%	21%	28%	-	-	-	23%	17%	15%	26%	22%	20%	16%
	2018	22%	18%	23%	13%	16%	29%	17%	-	-	22%	19%	12%	24%	20%	19%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	79%	64%	76%	81%	-	-	-	100%	40%	67%	80%	76%	76%	74%
	2018	74%	72%	81%	84%	77%	83%	*	-	-	88%	45%	78%	83%	77%	76%	75%
At Meets Grade Level or Above	2019	48%	43%	46%	14%	37%	52%	-	-	-	75%	27%	33%	46%	44%	35%	32%
	2018	46%	41%	48%	44%	37%	56%	*	-	-	50%	32%	33%	51%	42%	41%	35%
At Masters Grade Level	2019	21%	17%	26%	7%	22%	30%	-	-	-	25%	17%	8%	27%	24%	18%	16%
	2018	19%	16%	25%	16%	17%	32%	*	-	-	38%	14%	11%	27%	21%	20%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	85%	86%	81%	88%	-	-	-	100%	60%	83%	85%	86%	83%	83%
	2018	81%	81%	87%	88%	84%	89%	*	-	-	88%	45%	91%	91%	79%	83%	85%
At Meets Grade Level or Above	2019	52%	49%	55%	36%	50%	59%	-	-	-	63%	37%	42%	57%	51%	48%	51%

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	49%	62%	48%	59%	68%	*	-	-	38%	32%	64%	63%	59%	58%	58%
	2019	26%	23%	32%	29%	28%	35%	-	-	-	38%	20%	25%	34%	29%	29%	25%
	2018	24%	21%	28%	12%	21%	35%	*	-	-	13%	23%	18%	29%	26%	24%	19%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	61%	40%	56%	65%	-	-	-	100%	17%	43%	63%	58%	58%	54%
	2018	66%	65%	69%	80%	65%	70%	-	-	-	*	33%	*	74%	60%	65%	59%
	2019	38%	31%	36%	0%	30%	42%	-	-	-	60%	17%	29%	37%	33%	28%	33%
At Meets Grade Level or Above	2018	41%	38%	41%	20%	35%	45%	-	-	-	*	33%	*	42%	40%	36%	32%
	2019	14%	10%	6%	0%	3%	10%	-	-	-	0%	0%	0%	8%	4%	4%	0%
	2018	13%	8%	9%	20%	3%	12%	-	-	-	*	33%	*	12%	5%	8%	5%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	75%	*	65%	80%	-	-	-	*	36%	*	76%	73%	73%	59%
	2018	80%	77%	75%	53%	66%	88%	*	-	-	*	60%	*	76%	74%	65%	58%
	2019	54%	51%	47%	*	38%	51%	-	-	-	*	36%	*	44%	52%	40%	32%
At Meets Grade Level or Above	2018	51%	46%	37%	20%	20%	53%	*	-	-	*	30%	*	41%	29%	24%	13%
	2019	25%	20%	19%	*	19%	20%	-	-	-	*	27%	*	20%	18%	15%	9%
	2018	23%	18%	13%	7%	7%	20%	*	-	-	*	10%	*	12%	17%	8%	3%

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	59	56	50	58	57	-	-	-	*	42	71	58	53	59	58
	2018	63	67	64	*	56	68	-	-	-	*	63	*	68	54	64	53
Grade 4 Mathematics	2019	65	71	55	40	51	59	-	-	-	*	38	36	54	58	54	53
	2018	65	70	70	100	63	72	-	-	-	*	56	*	72	68	67	64
Grade 5 ELA/Reading	2019	81	80	86	*	77	90	-	-	-	*	100	*	88	82	80	76
	2018	80	79	80	80	78	81	*	-	-	*	81	*	81	79	83	78
Grade 5 Mathematics	2019	83	87	88	*	83	90	-	-	-	*	90	*	88	89	87	71
	2018	81	80	79	64	80	83	*	-	-	*	100	*	77	84	81	83
All Grades Both Subjects	2019	69	66	71	64	64	75	-	-	-	65	65	53	71	70	69	62
	2018	69	69	74	74	71	75	*	-	-	67	72	61	75	71	74	72
All Grades ELA/Reading	2019	68	66	70	61	65	75	-	-	-	40	68	56	72	67	69	64
	2018	69	68	72	74	69	74	*	-	-	*	72	*	75	67	74	68
All Grades Mathematics	2019	70	66	71	67	63	76	-	-	-	90	61	50	70	73	70	59
	2018	70	69	75	74	73	77	*	-	-	*	71	70	75	76	74	75

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	39%	44%	*	40%	48%	-	-	-	-	0%	40%	20%
	2018	38%	37%	46%	*	45%	46%	*	-	-	-	*	46%	41%
Mathematics	2019	45%	48%	56%	*	63%	52%	-	-	-	-	43%	58%	73%
	2018	47%	48%	44%	*	58%	*	-	-	-	-	*	50%	63%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	81%	*	78%	84%	-	-	-	*	13%	77%	45%
Students Requiring Accelerated Instruction														
	2019	22%	24%	19%	*	22%	16%	-	-	-	*	88%	23%	55%
STAAR Cumulative Met Standard														
	2019	86%	84%	88%	*	84%	90%	-	-	-	*	25%	85%	58%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	*	100%	100%	-	-	-	-	*	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	87%	93%	*	89%	96%	-	-	-	*	63%	91%	75%
Students Requiring Accelerated Instruction														
	2019	17%	13%	7%	*	11%	4%	-	-	-	*	38%	9%	25%
STAAR Cumulative Met Standard														
	2019	90%	93%	96%	*	92%	98%	-	-	-	*	75%	96%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	-	*	*	-	-	-	-	*	100%	*

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 816
 Grade Span: KG - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	79%	62%	-	-	-	62%	60%	-	60%	25%	62%	60%
	2018	77%	75%	81%	68%	-	-	-	68%	50%	50%	-	60%	64%	64%
At Meets Grade Level or Above	2019	50%	45%	48%	21%	-	-	-	21%	30%	-	30%	0%	23%	22%
	2018	48%	45%	51%	28%	-	-	-	28%	23%	23%	-	40%	27%	28%
At Masters Grade Level	2019	24%	19%	25%	8%	-	-	-	8%	10%	-	10%	0%	8%	8%
	2018	22%	18%	23%	8%	-	-	-	8%	7%	7%	-	0%	8%	7%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	79%	65%	-	-	-	65%	50%	-	50%	*	62%	60%
	2018	74%	72%	81%	69%	-	-	-	69%	50%	50%	-	*	65%	67%
At Meets Grade Level or Above	2019	48%	43%	46%	12%	-	-	-	12%	25%	-	25%	*	15%	14%
	2018	46%	41%	48%	22%	-	-	-	22%	20%	20%	-	*	22%	23%
At Masters Grade Level	2019	21%	17%	26%	7%	-	-	-	7%	8%	-	8%	*	7%	7%
	2018	19%	16%	25%	9%	-	-	-	9%	0%	0%	-	*	7%	7%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	85%	74%	-	-	-	74%	92%	-	92%	*	78%	76%
	2018	81%	81%	87%	81%	-	-	-	81%	64%	64%	-	*	78%	77%
At Meets Grade Level or Above	2019	52%	49%	55%	37%	-	-	-	37%	42%	-	42%	*	38%	36%
	2018	50%	49%	62%	45%	-	-	-	45%	36%	36%	-	*	43%	43%
At Masters Grade Level	2019	26%	23%	32%	14%	-	-	-	14%	8%	-	8%	*	13%	12%
	2018	24%	21%	28%	11%	-	-	-	11%	18%	18%	-	*	12%	12%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	61%	32%	-	-	-	32%	*	-	*	*	27%	26%
	2018	66%	65%	69%	25%	-	-	-	25%	40%	40%	-	-	31%	31%
At Meets Grade Level or Above	2019	38%	31%	36%	11%	-	-	-	11%	*	-	*	*	9%	9%
	2018	41%	38%	41%	13%	-	-	-	13%	20%	20%	-	-	15%	15%
At Masters Grade Level	2019	14%	10%	6%	0%	-	-	-	0%	*	-	*	*	0%	0%
	2018	13%	8%	9%	0%	-	-	-	0%	0%	0%	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	75%	50%	-	-	-	50%	*	-	*	*	45%	42%
	2018	80%	77%	75%	46%	-	-	-	46%	*	*	-	*	41%	39%
At Meets Grade Level or Above	2019	54%	51%	47%	13%	-	-	-	13%	*	-	*	*	18%	17%
	2018	51%	46%	37%	0%	-	-	-	0%	*	*	-	*	0%	0%
At Masters Grade Level	2019	25%	20%	19%	0%	-	-	-	0%	*	-	*	*	9%	8%
	2018	23%	18%	13%	0%	-	-	-	0%	*	*	-	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	66%	71%	56%	-	-	-	56%	58%	-	58%	*	56%	57%
	2018	69%	69%	74%	79%	-	-	-	79%	71%	71%	-	*	76%	75%
All Grades ELA/Reading	2019	68%	66%	70%	60%	-	-	-	60%	58%	-	58%	*	59%	59%
	2018	69%	68%	72%	81%	-	-	-	81%	75%	75%	-	*	79%	80%
All Grades Mathematics	2019	70%	66%	71%	52%	-	-	-	52%	58%	-	58%	*	53%	56%
	2018	70%	69%	75%	78%	-	-	-	78%	67%	67%	-	*	74%	72%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	39%	44%	18%	-	-	-	18%	*	-	*	*	14%	20%
	2018	38%	37%	46%	50%	-	-	-	50%	*	-	-	-	41%	41%
Mathematics	2019	45%	48%	56%	71%	-	-	-	71%	*	-	*	*	78%	73%
	2018	47%	48%	44%	*	-	-	-	*	*	*	-	-	63%	63%

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 729
 Grade Span: KG - 05
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	94%	96%	95%	97%	95%	-	-	-	100%	90%	94%	100%
Not Included in Accountability													
Mobile	4%	5%	4%	5%	3%	5%	-	-	-	0%	10%	6%	0%
Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	-	-	95%	100%	100%	100%
Included in Accountability	94%	93%	93%	85%	97%	93%	67%	-	-	82%	97%	92%	99%
Not Included in Accountability													
Mobile	4%	6%	7%	15%	3%	7%	33%	-	-	14%	3%	7%	1%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	-	-	5%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	-	-	5%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.3%	96.5%	96.5%	96.8%	96.4%	-	*	-	96.1%	96.1%	96.4%	97.1%
2017-18	95.4%	95.0%	96.2%	96.0%	96.5%	96.1%	*	*	-	93.6%	95.8%	96.0%	96.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	7.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	88.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	88.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	450	355,615
By Ethnicity:				
African American	-	-	37	43,953
Hispanic	-	-	159	180,673
White	-	-	231	105,577
American Indian	-	-	1	1,293
Asian	-	-	7	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	15	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	58	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	391	285,538
Special Education Graduates	-	-	22	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	38	25,189
At-Risk Graduates	-	-	169	146,432

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	64.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	42.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	38.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	37.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	26.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	38.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	44.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	28.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	56.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	14.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	27.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	52.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	51.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	35.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1040	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	535	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	505	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	28.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	12.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	18.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	15.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	45.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus Count	Campus Percent	District	State	Campus Count	Campus Percent	District	State
Total Students	816	100.0%	7,813	5,479,173	818	100.0%	7,865	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.6%	0.3%	0	0.0%	0.8%	0.5%
Pre-Kindergarten	0	0.0%	2.2%	4.5%	0	0.0%	2.2%	4.5%
Kindergarten	136	16.7%	7.8%	7.0%	138	16.9%	7.8%	7.0%
Grade 1	117	14.3%	6.9%	7.1%	117	14.3%	6.9%	7.1%
Grade 2	132	16.2%	7.5%	7.1%	132	16.1%	7.5%	7.1%
Grade 3	135	16.5%	7.6%	7.1%	135	16.5%	7.6%	7.1%
Grade 4	139	17.0%	8.1%	7.3%	139	17.0%	8.1%	7.3%
Grade 5	157	19.2%	8.1%	7.6%	157	19.2%	8.0%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.5%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.5%	0	0.0%	7.6%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	8.4%	7.4%	0	0.0%	8.4%	7.4%
Grade 11	0	0.0%	5.9%	6.9%	0	0.0%	5.9%	6.9%
Grade 12	0	0.0%	5.7%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	39	4.8%	7.0%	12.6%	39	4.8%	7.0%	12.6%
Hispanic	310	38.0%	37.2%	52.8%	310	37.9%	37.3%	52.8%
White	441	54.0%	51.8%	27.0%	443	54.2%	51.7%	27.0%
American Indian	1	0.1%	0.4%	0.4%	1	0.1%	0.4%	0.4%
Asian	1	0.1%	0.5%	4.6%	1	0.1%	0.5%	4.6%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	23	2.8%	3.0%	2.5%	23	2.8%	3.0%	2.5%
Sex:								
Female	407	49.9%	48.9%	48.8%	407	49.8%	48.8%	48.8%
Male	409	50.1%	51.1%	51.2%	411	50.2%	51.2%	51.2%
Economically Disadvantaged	473	58.0%	60.7%	60.3%	473	57.8%	60.8%	60.2%
Non-Educationally Disadvantaged	343	42.0%	39.3%	39.7%	345	42.2%	39.2%	39.8%
Section 504 Students	47	5.8%	6.5%	6.9%	47	5.7%	6.5%	6.9%
English Learners (EL)	137	16.8%	14.8%	20.3%	137	16.7%	14.8%	20.3%
Students w/ Disciplinary Placements (2018-19)	1	0.1%	1.9%	1.5%				
Students w/ Dyslexia	20	2.5%	3.2%	4.1%	20	2.4%	3.2%	4.1%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	5	0.6%	0.6%	1.4%	5	0.6%	0.6%	1.4%
Immigrant	0	0.0%	0.3%	2.3%	0	0.0%	0.3%	2.3%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	816	100.0%	35.4%	65.1%	818	100.0%	35.2%	65.1%
Military Connected	0	0.0%	0.6%	1.9%	0	0.0%	0.5%	1.9%
At-Risk	412	50.5%	50.6%	50.6%	412	50.4%	50.6%	50.5%

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	124	15.2%	13.9%	20.6%	124	15.2%	13.9%	20.6%
Career & Technical Education	0	0.0%	22.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.1%	50.8%	0	-	38.9%	50.8%
Gifted & Talented Education	32	3.9%	5.3%	8.1%	32	3.9%	5.3%	8.1%
Special Education	81	9.9%	9.5%	10.5%	83	10.1%	9.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	81							
By Type of Primary Disability								
Students with Intellectual Disabilities	20	24.7%	38.6%	42.4%				
Students with Physical Disabilities	34	42.0%	21.3%	21.4%				
Students with Autism	17	21.0%	18.5%	13.8%				
Students with Behavioral Disabilities	**	**	19.8%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.7%	1.5%				
Mobility (2018-19):								
Total Mobile Students	97	13.8%	17.7%	15.3%				
By Ethnicity:								
African American	7	1.0%						
Hispanic	39	5.6%						
White	46	6.6%						
American Indian	0	0.0%						
Asian	1	0.1%						
Pacific Islander	0	0.0%						
Two or More Races	4	0.6%						
Student Attrition (2018-19):								
Total Student Attrition	79	13.2%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	16.7%	6.0%	5.5%
Grade 1	2.8%	1.6%	2.9%	6.3%	1.6%	4.9%
Grade 2	0.0%	0.2%	1.6%	4.3%	1.4%	2.0%
Grade 3	0.0%	0.2%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.8%	0.5%	-	0.0%	0.6%
Grade 8	-	0.2%	0.4%	-	0.0%	0.6%
Grade 9	-	6.9%	7.8%	-	11.5%	13.1%

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.0	20.7	19.0
Grade 1	20.4	20.1	18.9
Grade 2	21.2	19.8	18.8
Grade 3	18.6	20.9	19.0
Grade 4	19.7	20.7	19.2
Grade 5	22.3	21.1	20.9
Grade 6	-	19.9	20.4
Secondary:			
English/Language Arts	-	16.0	16.4
Foreign Languages	-	22.5	18.7
Mathematics	-	16.5	17.8
Science	-	18.2	18.8
Social Studies	-	17.6	19.3

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	67.3	100.0%	100.0%	100.0%
Professional Staff:	54.3	80.7%	57.3%	63.7%
Teachers	47.3	70.3%	44.3%	49.4%
Professional Support	4.0	5.9%	9.4%	10.2%
Campus Administration (School Leadership)	3.0	4.5%	2.9%	3.0%
Educational Aides:	13.0	19.3%	10.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	12.0	12,901.0
Part-time	0.0	n/a	2.0	1,103.0
Total Minority Staff:	18.0	26.7%	26.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.1%	3.8%	10.8%
Hispanic	8.0	16.9%	12.6%	28.1%
White	37.3	78.9%	82.7%	57.7%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.1%	0.2%	1.1%
Males	1.0	2.1%	18.0%	23.8%
Females	46.3	97.9%	82.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.3%
Bachelors	37.4	79.1%	81.0%	73.4%
Masters	9.9	20.9%	17.5%	24.5%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.9	1.8%	4.7%	7.4%
1-5 Years Experience	15.8	33.3%	28.4%	27.9%
6-10 Years Experience	8.9	18.8%	22.9%	19.4%
11-20 Years Experience	11.8	24.9%	26.8%	29.4%
Over 20 Years Experience	10.0	21.1%	17.1%	15.9%
Number of Students per Teacher	17.3	n/a	17.8	15.1

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	3.5	6.2
Average Years Experience of Principals with District	7.0	3.5	5.3
Average Years Experience of Assistant Principals	6.5	6.8	5.3
Average Years Experience of Assistant Principals with District	4.0	4.6	4.7
Average Years Experience of Teachers:	11.1	11.2	11.1
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	\$49,998	\$49,184	\$49,868
1-5 Years Experience	\$51,890	\$51,855	\$52,823
6-10 Years Experience	\$54,515	\$55,066	\$55,756
11-20 Years Experience	\$58,369	\$59,315	\$59,308
Over 20 Years Experience	\$65,872	\$66,290	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$56,917	\$56,937	\$57,091
Professional Support	\$62,995	\$67,371	\$67,352
Campus Administration (School Leadership)	\$78,872	\$82,450	\$82,512
Instructional Staff Percent:	n/a	60.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.7	6,309.0

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	4.2%	2.5%	6.5%
Career & Technical Education	0.0	0.0%	4.5%	5.0%
Compensatory Education	0.0	0.0%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	40.4	85.4%	77.0%	70.9%
Special Education	4.9	10.3%	6.8%	9.3%
Other	0.0	0.0%	8.7%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 '-' Indicates there are no students in the group.
 'n/a' Indicates data reporting is not applicable for this group.
 '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **ROARK EARLY EDUCATION CENTER**

Campus Number: **170904109**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: WILLIS ISD
Campus Name: ROARK EARLY EDUCATION CENTER
Campus Number: 170904109

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 215
Grade Span: EE - PK
School Type: Elementary

There is no data for this campus.

District Name: WILLIS ISD
Campus Name: ROARK EARLY EDUCATION CENTER
Campus Number: 170904109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 215
Grade Span: EE - PK
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: WILLIS ISD
Campus Name: ROARK EARLY EDUCATION CENTER
Campus Number: 170904109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 215
Grade Span: EE - PK
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: WILLIS ISD
Campus Name: ROARK EARLY EDUCATION CENTER
Campus Number: 170904109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 215
Grade Span: EE - PK
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 235
 Grade Span: EE - PK
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	5%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	93%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	6%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 215
 Grade Span: EE - PK
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	95.4%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	7.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 215
 Grade Span: EE - PK
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	88.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	88.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 215
 Grade Span: EE - PK
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	450	355,615
By Ethnicity:				
African American	-	-	37	43,953
Hispanic	-	-	159	180,673
White	-	-	231	105,577
American Indian	-	-	1	1,293
Asian	-	-	7	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	15	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	58	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	391	285,538
Special Education Graduates	-	-	22	27,598
Economically Disadvantaged Graduates	-	-	222	186,364
LEP Graduates	-	-	38	25,189
At-Risk Graduates	-	-	169	146,432

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 215
 Grade Span: EE - PK
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	64.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	42.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	38.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	37.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	26.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	38.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 215
 Grade Span: EE - PK
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 215
 Grade Span: EE - PK
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	44.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	28.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	56.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	14.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	0.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	5.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	27.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 215
 Grade Span: EE - PK
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	52.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	51.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	35.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1040	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	535	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	505	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 215
 Grade Span: EE - PK
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	28.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	12.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	18.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	15.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	45.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 215
 Grade Span: EE - PK
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus Count	Campus Percent	District	State	Campus Count	Campus Percent	District	State
Total Students	215	100.0%	7,813	5,479,173	234	100.0%	7,865	5,493,940
Students by Grade:								
Early Childhood Education	43	20.0%	0.6%	0.3%	60	25.6%	0.8%	0.5%
Pre-Kindergarten	172	80.0%	2.2%	4.5%	174	74.4%	2.2%	4.5%
Kindergarten	0	0.0%	7.8%	7.0%	0	0.0%	7.8%	7.0%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 2	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 3	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 4	0	0.0%	8.1%	7.3%	0	0.0%	8.1%	7.3%
Grade 5	0	0.0%	8.1%	7.6%	0	0.0%	8.0%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.5%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.5%	0	0.0%	7.6%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	8.4%	7.4%	0	0.0%	8.4%	7.4%
Grade 11	0	0.0%	5.9%	6.9%	0	0.0%	5.9%	6.9%
Grade 12	0	0.0%	5.7%	6.4%	0	0.0%	5.9%	6.4%
Ethnic Distribution:								
African American	21	9.8%	7.0%	12.6%	23	9.8%	7.0%	12.6%
Hispanic	91	42.3%	37.2%	52.8%	100	42.7%	37.3%	52.8%
White	99	46.0%	51.8%	27.0%	107	45.7%	51.7%	27.0%
American Indian	0	0.0%	0.4%	0.4%	0	0.0%	0.4%	0.4%
Asian	0	0.0%	0.5%	4.6%	0	0.0%	0.5%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	4	1.9%	3.0%	2.5%	4	1.7%	3.0%	2.5%
Sex:								
Female	98	45.6%	48.9%	48.8%	105	44.9%	48.8%	48.8%
Male	117	54.4%	51.1%	51.2%	129	55.1%	51.2%	51.2%
Economically Disadvantaged	171	79.5%	60.7%	60.3%	190	81.2%	60.8%	60.2%
Non-Educationally Disadvantaged	44	20.5%	39.3%	39.7%	44	18.8%	39.2%	39.8%
Section 504 Students	0	0.0%	6.5%	6.9%	0	0.0%	6.5%	6.9%
English Learners (EL)	62	28.8%	14.8%	20.3%	62	26.5%	14.8%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.9%	1.5%				
Students w/ Dyslexia	0	0.0%	3.2%	4.1%	0	0.0%	3.2%	4.1%
Foster Care	5	2.3%	0.3%	0.3%	5	2.1%	0.3%	0.3%
Homeless	1	0.5%	0.6%	1.4%	1	0.4%	0.6%	1.4%
Immigrant	0	0.0%	0.3%	2.3%	0	0.0%	0.3%	2.3%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	0	0.0%	35.4%	65.1%	0	0.0%	35.2%	65.1%
Military Connected	3	1.4%	0.6%	1.9%	3	1.3%	0.5%	1.9%
At-Risk	81	37.7%	50.6%	50.6%	81	34.6%	50.6%	50.5%

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 215
 Grade Span: EE - PK
 School Type: Elementary

<u>Student Information</u>	<u>Membership</u>				<u>Enrollment</u>			
	<u>Campus</u>	<u>Percent</u>	<u>District</u>	<u>State</u>	<u>Campus</u>	<u>Percent</u>	<u>District</u>	<u>State</u>
Students by Instructional Program:								
Bilingual/ESL Education	58	27.0%	13.9%	20.6%	58	24.8%	13.9%	20.6%
Career & Technical Education	0	0.0%	22.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.1%	50.8%	0	-	38.9%	50.8%
Gifted & Talented Education	0	0.0%	5.3%	8.1%	0	0.0%	5.3%	8.1%
Special Education	34	15.8%	9.5%	10.5%	53	22.6%	9.8%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	34							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	38.6%	42.4%				
Students with Physical Disabilities	6	17.6%	21.3%	21.4%				
Students with Autism	15	44.1%	18.5%	13.8%				
Students with Behavioral Disabilities	5	14.7%	19.8%	20.8%				
Students with Non-Categorical Early Childhood	8	23.5%	1.7%	1.5%				
Mobility (2018-19):								
Total Mobile Students	0	0.0%	17.7%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	0	0.0%						
White	0	0.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	43	68.3%						

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.7	19.0
Grade 1	-	20.1	18.9
Grade 2	-	19.8	18.8
Grade 3	-	20.9	19.0
Grade 4	-	20.7	19.2
Grade 5	-	21.1	20.9
Grade 6	-	19.9	20.4
Secondary:			
English/Language Arts	-	16.0	16.4

District Name: WILLIS ISD
Campus Name: ROARK EARLY EDUCATION CENTER
Campus Number: 170904109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 215
Grade Span: EE - PK
School Type: Elementary

Class Size Information	Campus	District	State
Foreign Languages	-	22.5	18.7
Mathematics	-	16.5	17.8
Science	-	18.2	18.8
Social Studies	-	17.6	19.3

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 215
 Grade Span: EE - PK
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	16.0	100.0%	100.0%	100.0%
Professional Staff:	9.0	56.2%	57.3%	63.7%
Teachers	8.0	50.0%	44.3%	49.4%
Professional Support	1.0	6.3%	9.4%	10.2%
Campus Administration (School Leadership)	0.0	0.0%	2.9%	3.0%
Educational Aides:	7.0	43.8%	10.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	0.0	n/a	12.0	12,901.0
Part-time	0.0	n/a	2.0	1,103.0
Total Minority Staff:	5.0	31.3%	26.8%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	3.8%	10.8%
Hispanic	1.0	12.5%	12.6%	28.1%
White	7.0	87.5%	82.7%	57.7%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	0.0	0.0%	18.0%	23.8%
Females	8.0	100.0%	82.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.3%
Bachelors	7.0	87.5%	81.0%	73.4%
Masters	1.0	12.5%	17.5%	24.5%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	4.7%	7.4%
1-5 Years Experience	0.0	0.0%	28.4%	27.9%
6-10 Years Experience	1.0	12.5%	22.9%	19.4%
11-20 Years Experience	4.0	50.0%	26.8%	29.4%
Over 20 Years Experience	3.0	37.5%	17.1%	15.9%
Number of Students per Teacher	26.9	n/a	17.8	15.1

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 215
 Grade Span: EE - PK
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	3.5	6.2
Average Years Experience of Principals with District	0.0	3.5	5.3
Average Years Experience of Assistant Principals	0.0	6.8	5.3
Average Years Experience of Assistant Principals with District	0.0	4.6	4.7
Average Years Experience of Teachers:	20.5	11.2	11.1
Average Years Experience of Teachers with District:	14.0	6.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,184	\$49,868
1-5 Years Experience	-	\$51,855	\$52,823
6-10 Years Experience	\$55,470	\$55,066	\$55,756
11-20 Years Experience	\$58,370	\$59,315	\$59,308
Over 20 Years Experience	\$67,612	\$66,290	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$61,473	\$56,937	\$57,091
Professional Support	\$46,890	\$67,371	\$67,352
Campus Administration (School Leadership)	-	\$82,450	\$82,512
Instructional Staff Percent:	n/a	60.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.1	0.7	6,309.0

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 215
 Grade Span: EE - PK
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	12.5%	2.5%	6.5%
Career & Technical Education	0.0	0.0%	4.5%	5.0%
Compensatory Education	2.3	29.2%	0.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	1.0	12.5%	77.0%	70.9%
Special Education	3.7	45.8%	6.8%	9.3%
Other	0.0	0.0%	8.7%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 '-' Indicates there are no students in the group.
 'n/a' Indicates data reporting is not applicable for this group.
 '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

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2019–20 Texas Academic Performance Report

Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the [official announcement](#).

2020 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local education 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:

2020 RDA Manual: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals>

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

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

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

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

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Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test

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Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2020/masking.html>.

STAAR Performance

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

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

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

Grade 6 – reading and mathematics

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Grade 7 – reading, mathematics, and writing

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

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

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

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

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

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

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

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STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

Bilingual Education/ESL

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

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

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BE-Dual One-Way. Biliteracy program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018
but passed in 2019**

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

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Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

STAAR Participation

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

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

- **Included in Accountability:** scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
- **Not included in Accountability:** answer documents counted as participants but not used in determining the district or campus accountability rating
 - ◆ **Mobile:** answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
 - ◆ **Other Exclusions.** The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O

- **Absent:** answer documents with score code A
- **Other:** answer documents with score code O, except for substitute assessments.

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

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Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2018–19}}{\text{total number of days that students in grades 1–12 were in membership in 2018–19}}$$

(Data source: TSDS PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2018–19 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2018–19 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2018–19 school year}}$$

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, 2018–19](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2019 Accountability Manual](#) (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

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 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

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continuing student and counted as part of the Continued HS number for the Class of 2019. 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, 2019 for the 2019 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2019**

number of students in the 2019 cohort*

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

number of students from the cohort who received a TxCHSE by August 31, 2019

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 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 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 2019–20 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2019–20 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 2019 cohort who received a high school diploma by August 31,
2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019**

number of students in the 2019 cohort*

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(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, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2019 cohort*

5-Year Extended Longitudinal Rate

(1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2018 cohort*

(2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

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 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 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 2019–20 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2019–20 school year

number of students in the 2018 cohort*

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \end{array}}{\text{number of students in the 2018 cohort*}}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year} \end{array}}{\text{number of students in the 2018 cohort*}}$$

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

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- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \end{array}}{\text{number of students in the 2017 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year} \end{array}}{\text{number of students in the 2017 cohort}^*}$$

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

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

Additional Information about Federal Graduation Rates

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

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

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

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort}^{**}}$$

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- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2017 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

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

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools 2018–19](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2019 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2019 with reported graduation plans

(excludes graduates with FHSP degree plans)

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) 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 2019 who complete a 4-year FHSP-E

number of graduates in the Class of 2019 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) 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 2019 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2019 with reported FHSP graduation plans

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RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) 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 from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2019 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP

number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2018–19 who earn an FHSP-E

number of graduates in SY 2018–19 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2018–19 who earn an FHSP-DLA

number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 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 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2018–19 with reported graduation plans

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RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2018 and the Class of 2019. *(Data source: TSDS 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

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 2018–19 are also shown:

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

(Data source: TSDS PEIMS 40203)

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

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

number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

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

number of students in the 2018–19 school year considered as at risk

total number of students

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Postsecondary Readiness

College, Career, or Military Readiness (CCMR)

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

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate's Degree:** A graduate earning an associate's degree prior to graduation from high school. *(Data source: TSDS 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: TSDS PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2020 Accountability Manual](#) and the [2019 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*
- 10) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student *(Data source: TSDS PEIMS 40203 and 40110)*
- 11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. *(Data source: THECB)*

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College, Career, or Military Ready Graduates

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

College, Career, or Military Ready, without CTE (posted January 22, 2021): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one criteria 1–7 or 9–11 described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. (Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)

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

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The percentages are calculated as follows:

English Language Arts.

number of 2018–19 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 2018–19 annual graduates

Mathematics.

number of 2018–19 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 2018–19 annual graduates

Both Subjects.

number of 2018–19 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 2018–19 annual graduates

Either Subject.

number of 2018–19 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 2018–19 annual graduates

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

number of 2018–19 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

number of 2018–19 annual graduates

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

number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2018–19 annual graduates

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

number of 2018–19 annual graduates who earned an associate's degree before graduation

number of 2018–19 annual graduates

Associate's Degree but not Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Associate's Degree and Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

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

number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2018–19 annual graduates

Dual Course Credits or OnRamps Course Credits (posted January 22, 2021): The percentage of annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics or completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: TSDS PEIMS 43415 and OnRamps program*)

number of 2018–19 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 or at least nine credit hours in any subject or completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2018–19 annual graduates

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

number of 2018–19 annual graduates who earned an approved industry-based certification

number of 2018–19 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*)

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number of 2018–19 annual graduates who earned a Level I or Level II certificate

number of 2018–19 annual graduates

Graduates with Industry-Based Certification or Level I or Level II Certification (posted January 22, 2021): The percentage of annual graduates who earned an approved industry-based certification or earned a Level I or Level II certificate. *(Data source: TSDS PEIMS 48011 and THECB)*

number of 2018–19 annual graduates who earned an approved industry-based certification or earned a Level I or Level II certificate

number of 2018–19 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 [2020 Accountability Manual](#). *(Data source: TSDS PEIMS 40203)*

number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2018–19 annual graduates

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. *(Data source: TSDS PEIMS 43415 and 40110)*

number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications

number of 2018–19 annual graduates

U.S. Armed Forces Enlistment: The percentage of annual graduates enlisting in the U.S. Armed Forces. *(Data source: TSDS PEIMS 40203)*

number of 2018–19 annual graduates enlisting in the U.S. Armed Forces

number of 2018–19 annual graduates

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

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2018–19 annual graduates

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CCMR-related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board’s TSIA at any point since June 2011. (*Data source: THECB*)

$$\frac{\text{number of 2018–19 annual graduates who took the TSIA}}{\text{number of 2018–19 annual graduates}}$$

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

Mathematics

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

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

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

$$\frac{\text{number of 2018–19 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2018–19 annual graduates}}$$

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

English Language Arts

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2018–19 annual graduates}}$$

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Mathematics.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2018–19 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2015–16 to 2018–19 school years. (*Data source: TSDS PIEMS 43415*)

number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years

number of 2018–19 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 2018–19 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 2018–19 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 2018–19 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 2018–19 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

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Social Studies

number of students in grade 11 & 12 in the 2018–19 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 TSDS PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

All Subjects

number of 11th and 12th graders in 2018–19 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 2018–19 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 2018–19 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 2018–19 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 2018–19 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 TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

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All Subjects

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

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

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

number of 2018–19 graduates who took either the SAT or the ACT

number of 2018–19 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:

number of 2018–19 graduating examinees who scored at or above the criterion
score on either the SAT or the ACT

number of 2018–19 graduating examinees taking either the SAT or the ACT

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

number of 2018–19 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

number of 2018–19 graduates reported

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

- (1) *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 2018–19 graduates who took the SAT

number of 2018–19 graduates who took the SAT

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(Data source: College Board and TSDS PEIMS 40203)

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

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

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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OnRamps Course Credits: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. (*Data source: OnRamps program*)

number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation

number of 2018–19 annual graduates

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student:

The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 42401 and 40203*)

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2018–19 annual graduates

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Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

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

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

Any Subject

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one course in 2018–19}}$$

English Language Arts

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one ELA course in 2018–19}}$$

Mathematics

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19}}$$

Science

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one science course in 2018–19}}$$

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Social Studies

number of students in grades 11–12 in 2018–19 who received credit for at least
one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

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

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

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

Any Subject

number of students in grades 9–12 in 2018–19 who received credit for at least
one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2018–19

English Language Arts

number of students in grades 9–12 in 2018–19 who received credit for at least
one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2018–19

Mathematics

number of students in grades 9–12 in 2018–19 who received credit for at least
one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19

Science

number of students in grades 9–12 in 2018–19 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 2018–19

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Social Studies

number of students in grades 9–12 in 2018–19 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 2018–19

(Data source: TSDS PEIMS 43415)

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

number of graduates during the 2017–18 school year who attended a public or independent college or university in Texas in the 2018–19 academic year

number of graduates during the 2017–18 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 2017–18 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 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

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

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at

<http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (Data source: THECB)

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Profile

Student Information

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 25, 2019).

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: TSDS PEIMS 40110*)

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

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

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

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

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” and “Limited English Proficient” (LEP) are used interchangeably.

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

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

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2019–20, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (*Data source: TSDS PEIMS 44425*)

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

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

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

(B) includes —

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

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

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

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

(*Data source: TSDS PEIMS 40100*)

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Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years. The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(Data source: TSDS 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: TSDS PEIMS 40100)

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. (Data source: TSDS 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: TSDS 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 2019–20 school year considered as at risk

total number of students

(Data source: TSDS PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9–12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

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

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

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

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

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS 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 2018–19

number of students who were in membership at any time during the

2018–19 school year

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity. 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: TSDS PEIMS 42400)*

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Mobility Other Student Groups (posted January 22, 2021):

Count and Percent of Special Education Students who are Mobile: The count and percentage of Special Education students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\text{number of mobile Special Education students in 2018–19}}{\text{number of Special Education students who were in membership at any time during the 2018–19 school year}}$$

Count and Percent of EL Students who are Mobile: The count and percentage of English learner students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\text{number of mobile EL students in 2018–19}}{\text{number of EL students who were in membership at any time during the 2018–19 school year}}$$

Count and Percent of Economically Disadvantaged Students who are Mobile: The count and percentage of economically disadvantaged students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\text{number of mobile economically disadvantaged students in 2018–19}}{\text{number of economically disadvantaged students who were in membership at any time during the 2018–19 school year}}$$

This rate is calculated at the state, region, district, and campus level.

Attrition Rates (*campus profile only*): The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. 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 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2018} - \text{number of students who returned in fall 2019}}{\text{number of students enrolled in fall 2018}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

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the number of students enrolled in the same grade from one school year to the next

the number of students enrolled from one school year who return the next year or who graduate

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

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2018–19](#), available from TEA. (*Data source: TSDS PEIMS 40110*)

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

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2018–19 the end of the school-start window was September 27, 2019.)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2018–19 school year

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

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

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

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

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.

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

(Data source: TSDS PEIMS 30090)

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Staff Information

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

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

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

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

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

Librarians and counselors are 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 A for TSDS PEIMS Role IDs (Professional Support Staff). *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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

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

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

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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, and over 20 years. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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

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

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

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

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

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

(Data source: TSDS PEIMS 30050)

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

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

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

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

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sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

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

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

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

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

Instructional Staff Percent (district profile only): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

Turnover Rate for Teachers (not on campus profile): The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (Data source: TSDS 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 TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract,

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the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: TSDS PEIMS 30055 and 30060*)

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

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

Kindergarten Readiness

Kindergarten Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the [Commissioner's List of Reading Instruments](#). *Data are shown for the district and campus at which the student attended kindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner's List of Reading Instruments](#). Students may take multiple assessments.

Eligible: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

Eligible Students Who Did Not Attend PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner's List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based

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on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who were assessed for kindergarten readiness

Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the [Commissioner's List of Reading Instruments](#). *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

All PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner's List of Reading Instruments](#) and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

Eligible: Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

Eligible PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner's List of Reading Instruments](#), were eligible to attend public prekindergarten, and did attend.

Students Ready for KG: Count of assessed kindergarten students who attended prekindergarten and met or exceeded the cut-off score for a particular assessment on the [Commissioner's List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of prekindergarten attendees who were assessed for kindergarten readiness.

Percent Ready: Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

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number of kindergarten ready students

all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness

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Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
RDA Special Education Monitoring Results Status		
	Results Driven Accountability	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS Help Line	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
STAAR Administration	Student Assessment	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting	(512) 463-9704
STAAR Testing Contractor		
	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services	(512) 463-9720
Effective Schools Framework	School Improvement	(512) 463-5226
TELPAS	Student Assessment	(512) 463-9536

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PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006	Audiologist
007	Corrective Therapist
008	Counselor
011	Educational Diagnostician
013	Librarian
015	Music Therapist
016	Occupational Therapist
017	Certified Orientation & Mobility Specialist
018	Physical Therapist
019	Physician
021	Recreational Therapist
022	School Nurse
023	LSSP/Psychologist
024	Social Worker
026	Speech Therapist/Speech-Lang Pathologist
030	Visiting Teacher/Truant Officer
032	Work-Based Learning Site Coordinator
041	Teacher Facilitator
042	Teacher Appraiser
054	Department Head
056	Athletic Trainer
058	Other Campus Professional Personnel
064	Specialist/Consultant
065	Field Service Agent
079	Other ESC Professional Personnel
080	Other Non-Campus Professional Personnel
100	Instructional Materials Coordinator
101	Legal Services
102	Communications Professional
103	Research/Evaluation Professional
104	Internal Auditor

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105	Security
106	District/Campus Information Technology Professional
107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary
TEACHERS	
087	Teacher
047	Substitute Teacher
EDUCATIONAL AIDES	
033	Educational Aide
036	Certified Interpreter
AUXILIARY STAFF	
Employment record, but no responsibility records.	

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

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Advanced Academic Courses

- All courses shown were for the 2018–19 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

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

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

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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

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
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

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A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL

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I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

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

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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
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

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03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
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

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A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
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

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



[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / Accreditation Status

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
170904	WILLIS ISD	6	A - Superior	B	ACCREDITED	

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries)

Previous Next

Report of 2017-2018 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2019

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 2017-2018 high school graduates who attended public four-year and two-year higher education in FY 2019. 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 2018, spring 2019, and summer 2019 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 2019 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 FY2018
Enrolled in Texas Public or Independent Higher Education in FY 2019**

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	
	WILLIS ISD							
	170904002 WILLIS H S							
	Four-Year Public University	79	18	15	11	19	15	1
	Two-Year Public Colleges	110	36	21	13	20	18	2
	Independent Colleges & Universities	5						
	Not Trackable	18						
	Not Found	210						
	Total High School Graduates	422						

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.

WISD Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2019-20 School Year

Reason Code	Description	Cannan ES	Hardy ES	Meador ES	Parmley ES	Turner ES	Brabham MS	Lucas MS	Willis HS
		#	#	#	#	#	#	#	#
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	2	0	11
37	Felony alcohol violation	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0
Total Incidents (TI)		0	0	0	0	0	2	0	11
Cumulative Student Enrollment (CSE)		770	699	898	696	901	1011	928	2,364
Incident Rate (TI/CSE x 100)		0.00%	0.00%	0.00%	0.00%	0.00%	0.20%	0.00%	0.47%

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (available at www.willisd.org)

2018 - 2019 Actual Financial Data
Totals for WILLIS ISD (170904)
Total Enrolled Membership: 7,469

	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)	\$38,351,501	60.25%	\$5,135	\$38,351,501	51.33%	\$5,135	\$24,943,497,732	43.99%	\$4,605
State Operating Funds	\$23,655,515	37.16%	\$3,167	\$24,949,152	33.39%	\$3,340	\$21,921,438,167	38.66%	\$4,047
Federal Funds	\$70,743	0.11%	\$9	\$7,636,898	10.22%	\$1,022	\$6,959,931,329	12.27%	\$1,285
Other Local	\$1,573,471	2.47%	\$211	\$3,775,331	5.05%	\$505	\$2,882,959,027	5.08%	\$532
Total Operating Revenue	\$63,651,230	100.00%	\$8,522	\$74,712,882	100.00%	\$10,003	\$56,707,826,255	100.00%	\$10,470
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$11,580,647	98.05%	\$1,550	\$7,114,967,591	84.62%	\$1,314
State Assistance for Debt Service	\$0	0.00%	\$0	\$207,848	1.76%	\$28	\$498,243,085	5.93%	\$92
Other Receipts (excluding debt service financing)	\$23,030	100.00%	\$3	\$23,030	0.19%	\$3	\$794,651,977	9.45%	\$147
Total Other Revenue	\$23,030	100.00%	\$3	\$11,811,525	100.00%	\$1,581	\$8,407,862,653	100.00%	\$1,552
Subtotal: Operating and Other Revenue	\$63,674,260	100.00%	\$8,525	\$86,524,407	100.00%	\$11,584	\$65,115,688,908	100.00%	\$12,022
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
Subtotal: Operating, Other and Recaptured Revenue	\$63,674,260	100.00%	\$8,525	\$86,524,407	100.00%	\$11,584	\$67,884,151,590	100.00%	\$12,534
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,691,153,910	63.99%	\$682
Estimated State TRS Contributions	\$2,893,475	100.00%	\$387	\$2,893,475	100.00%	\$387	\$2,077,222,453	36.01%	\$384
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$2,893,475	100.00%	\$387	\$2,893,475	100.00%	\$387	\$5,768,376,363	100.00%	\$1,065
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$66,567,735	100.00%	\$8,913	\$89,417,882	100.00%	\$11,972	\$70,884,065,271	100.00%	\$13,088
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$50,526,226	86.39%	\$6,765	\$55,581,208	81.97%	\$7,442	\$42,536,152,378	79.22%	\$7,854
Professional & Contracted Services (Object 62xx)	\$4,743,662	8.11%	\$635	\$5,352,724	7.89%	\$717	\$5,053,894,853	9.41%	\$933

2018 - 2019 Actual Financial Data
Totals for WILLIS ISD (170904)
Total Enrolled Membership: 7,469

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$2,408,254	4.12%	\$322	\$5,575,615	8.22%	\$747	\$4,665,604,291	8.69%	\$861
Other Operating Expenditures (Object 64xx)	\$811,103	1.39%	\$109	\$1,298,584	1.92%	\$174	\$1,436,788,644	2.68%	\$265
Total Operating Expenditures by Object	\$58,489,245	100.00%	\$7,831	\$67,808,131	100.00%	\$9,079	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$11,721,413	38.13%	\$1,569	\$8,439,295,633	48.78%	\$1,558
Capital Outlay(Object 66xx)	\$1,347,257	100.00%	\$180	\$19,021,637	61.87%	\$2,547	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Object	\$1,347,257	100.00%	\$180	\$30,743,050	100.00%	\$4,116	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Object	\$59,836,502	100.00%	\$8,011	\$98,551,181	100.00%	\$13,195	\$70,993,369,584	100.00%	\$13,108
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$34,423,873	58.86%	\$4,609	\$37,731,244	55.64%	\$5,052	\$30,104,392,112	56.07%	\$5,558
Instructional Resources & Media Services (Function 12)	\$179,731	0.31%	\$24	\$179,731	0.27%	\$24	\$605,276,429	1.13%	\$112
Curriculum & Staff Development (Function 13)	\$1,041,121	1.78%	\$139	\$1,576,089	2.32%	\$211	\$1,226,192,940	2.28%	\$226
Instructional Leadership (Function 21)	\$174,719	0.30%	\$23	\$219,002	0.32%	\$29	\$878,926,312	1.64%	\$162
School Leadership (Function 23)	\$4,134,336	7.07%	\$554	\$4,176,391	6.16%	\$559	\$3,188,405,674	5.94%	\$589
Guidance Counseling Services (Function 31)	\$2,024,454	3.46%	\$271	\$2,206,289	3.25%	\$295	\$2,024,672,783	3.77%	\$374
Social Work Services (Function 32)	\$171,574	0.29%	\$23	\$171,574	0.25%	\$23	\$152,988,674	0.28%	\$28
Health Services (Function 33)	\$617,707	1.06%	\$83	\$755,134	1.11%	\$101	\$556,828,343	1.04%	\$103
Transportation (Function 34)	\$3,225,565	5.51%	\$432	\$3,225,565	4.76%	\$432	\$1,636,095,662	3.05%	\$302
Food Services (Function 35)	\$0	0.00%	\$0	\$3,982,276	5.87%	\$533	\$2,916,390,356	5.43%	\$538
Extracurricular (Function 36)	\$1,567,375	2.68%	\$210	\$2,478,334	3.65%	\$332	\$1,647,983,294	3.07%	\$304
General Administration (Function 41,92)	\$1,921,292	3.28%	\$257	\$1,921,292	2.83%	\$257	\$1,746,395,855	3.25%	\$322
Facilities Maintenance & Operations (Function 51)	\$7,911,737	13.53%	\$1,059	\$8,031,737	11.84%	\$1,075	\$5,226,340,714	9.73%	\$965
Security & Monitoring Services (Function 52)	\$654,739	1.12%	\$88	\$654,739	0.97%	\$88	\$558,885,118	1.04%	\$103
Data Processing Services (Function 53)	\$441,022	0.75%	\$59	\$441,022	0.65%	\$59	\$956,567,070	1.78%	\$177
Community Services (Function 61)	\$0	0.00%	\$0	\$57,712	0.09%	\$8	\$266,098,830	0.50%	\$49
Total Operating Expenditures by Function	\$58,489,245	100.00%	\$7,831	\$67,808,131	100.00%	\$9,079	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$11,721,413	38.13%	\$1,569	\$8,439,295,633	48.78%	\$1,558

2018 - 2019 Actual Financial Data
Totals for WILLIS ISD (170904)
Total Enrolled Membership: 7,469

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$1,347,257	100.00%	\$180	\$19,021,637	61.87%	\$2,547	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Function	\$1,347,257	100.00%	\$180	\$30,743,050	100.00%	\$4,116	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Function	\$59,836,502	100.00%	\$8,011	\$98,551,181	100.00%	\$13,195	\$70,993,369,584	100.00%	\$13,108
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$29,409,465	50.28%	\$3,938	\$29,412,300	43.38%	\$3,938	\$23,769,020,825	44.27%	\$4,389
Gifted and Talented (PIC 21)	\$77,778	0.13%	\$10	\$77,778	0.11%	\$10	\$416,549,053	0.78%	\$77
Career and Technical (PIC 22)	\$2,203,978	3.77%	\$295	\$2,285,332	3.37%	\$306	\$1,673,614,337	3.12%	\$309
Students with Disabilities (PICs 23,33)	\$6,431,981	11.00%	\$861	\$8,484,982	12.51%	\$1,136	\$6,603,694,277	12.30%	\$1,219
State Compensatory Education (PICs 24,26,28,29,30,34)	\$3,466,318	5.93%	\$464	\$4,991,213	7.36%	\$668	\$4,676,522,504	8.71%	\$863
Bilingual (PICs 25,35)	\$563,950	0.96%	\$76	\$680,722	1.00%	\$91	\$690,802,576	1.29%	\$128
High School Allotment (PIC 31)	\$848,835	1.45%	\$114	\$848,835	1.25%	\$114	\$576,205,810	1.07%	\$106
PreKindergarten (PIC 32)	\$136,923	0.23%	\$18	\$136,923	0.20%	\$18	\$576,398,990	1.07%	\$106
Athletics/Related Activities (PIC 91)	\$1,356,586	2.32%	\$182	\$1,572,205	2.32%	\$210	\$1,093,452,352	2.04%	\$202
Un-Allocated (PIC 99)	\$13,993,431	23.92%	\$1,874	\$19,317,841	28.49%	\$2,586	\$13,616,179,442	25.36%	\$2,514
Total Operating Expenditures by Program Intent Code (PIC)	\$58,489,245	100.00%	\$7,831	\$67,808,131	100.00%	\$9,079	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$11,721,413	38.13%	\$1,569	\$8,439,295,633	48.78%	\$1,558
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$1,347,257	100.00%	\$180	\$19,021,637	61.87%	\$2,547	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$1,347,257	100.00%	\$180	\$30,743,050	100.00%	\$4,116	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$59,836,502	100.00%	\$8,011	\$98,551,181	100.00%	\$13,195	\$70,993,369,584	100.00%	\$13,108
Disbursements									
Total Disbursements									
Operating Expenditures	\$58,489,245	96.86%	\$7,831	\$67,808,131	68.43%	\$9,079	\$53,692,440,166	71.10%	\$9,913
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	3.67%	\$511
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,068,121,149	1.41%	\$197

2018 - 2019 Actual Financial Data
Totals for WILLIS ISD (170904)
Total Enrolled Membership: 7,469

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Intergovernmental Charge	\$546,900	0.91%	\$73	\$546,900	0.55%	\$73	\$681,757,275	0.90%	\$126
Debt Service (Object 6500)	\$0	0.00%	\$0	\$11,721,413	11.83%	\$1,569	\$8,439,295,633	11.18%	\$1,558
Capital Projects (Object 6600)	\$1,347,257	2.23%	\$180	\$19,021,637	19.19%	\$2,547	\$8,861,633,785	11.74%	\$1,636
Total Disbursements	\$60,383,402	100.00%	\$8,085	\$99,098,081	100.00%	\$13,268	\$75,511,710,690	100.00%	\$13,942
Tax Rates 2018 - 2019 (current tax year) Tax Rates									
Maintenance & Operations				1.0700			1.1003		
Interest & Sinking				0.3200			0.2097		
Total Tax Rate				1.3900			1.3101		
Fund Balance** Fund Balance									
Nonspendable Fund Balance	\$10,742		\$1	\$10,742		\$1	\$255,555,898		\$50
Restricted Fund Balance	\$0		\$0	\$54,281,229		\$7,268	\$17,956,324,818		\$3,521
Committed Fund Balance	\$22,285,000		\$2,984	\$22,285,000		\$2,984	\$3,206,045,411		\$629
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$2,969,613,173		\$582
Unassigned Fund Balance	\$13,212,134		\$1,769	\$13,212,134		\$1,769	\$14,724,633,560		\$2,887
Total Fund Balance**	\$35,507,876		\$4,754	\$89,789,105		\$12,022	\$39,112,172,860		\$7,670
Fund Balance Reconciliation									
2017-2018 Total Fund Balance (Previous Year)	\$29,314,329		\$4,041	\$99,138,364		\$13,667	\$35,850,846,786		\$7,045
2018-2019 Excess (Deficiency) Operating Expenditures	\$6,170,517		\$826	\$-9,372,289		\$-1,255	\$-5,923,414,430		\$-1,162
2018-2019 Excess (Deficiency) Non-Operating Expenditures	\$23,030		\$3	\$23,030		\$3	\$8,992,605,090		\$1,763
2018-2019 Uncommon Items	\$0		\$0	\$0		\$0	\$192,135,414		\$38
2018-2019 Total Fund Balance	\$35,507,876		\$4,754	\$89,789,105		\$12,022	\$39,112,172,860		\$7,670

