



Willis Independent School District
2018-2019 Academic Accountability Report

Published February, 2020

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Willis Independent School District

Willis High School

2018-2019

Accountability Rating: Met Standard



Mission Statement

The mission at WHS is to ensure that all decisions made are in the best interest of students and their success, both in and out of the classroom.

Vision

At Willis High School, teachers and staff are committed to developing the minds and empowering the success of our students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

WILLIS HIGH SCHOOL

During the 2018-19 academic year, Willis High School will serve over 2100 students. The demographic breakdown of the student population remained consistent with the percentages observed over the past five years. Student enrollment increased 5.82% from the end of the 2017-2018 school year with a student population of:

Female 49.08%

Male 50.92%

American Indian 0.38%

Asian 0.76%

Black 7.89%

Pacific Islander 0.05%

White 51.58%

2 or more races 3.21%

Hispanic 36.14%

Students enrolled were identified as:

At Risk 47.95% a decrease of 1.1%

Economically Disadvantaged 58.05% an increase of 5.94%

Limited English Proficient 10.01% an increase of 1.13%

Students will receive services in the following programs:

ESL 9.68%

CTE 76.76%

Free Lunch 50.87%

Reduced Lunch 7.18%

GT 4.72%

Special Education 7.42%

Dyslexia 2.03%

The campus also experienced a 5.66% increase in mobility rate ending the 2017-18 school year at 21.68%.

TEACHER

Teacher retention rate for the current year is 80.9%.

Demographics Strengths

The WHS student demographics have remained consistent over the past five years allowing for a proactive approach to staff development and instructional planning and implementation of instructional supports appropriate for the sub-populations served.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance is low. **Root Cause:** No system in place to consistently address students with excessive absences and/or truancy.

Problem Statement 2: Historically, WHS ESL students have demonstrated limited success on state assessments. The WHS ESL student population has reached 9.7%, requiring the implementation of appropriate instructional supports and practices this year. **Root Cause:** Improvement of current ESL instructional practices needed.

Problem Statement 3: Student enrollment is expected to increase significantly over the next few years due to forecasted construction of over 4500 homes in Willis over the next few years. **Root Cause:** Construction of new homes in the Willis area.

Problem Statement 4: The EcoDis population at WHS increased about 6% from the previous year requiring special attention be paid to academic intervention, teacher staff development and implementation of effective instructional practices.

Student Academic Achievement

Student Academic Achievement Summary

STAAR Data:

For the 2018 STAAR EOC tests, Willis High School had an increase in “Masters Grade Level” in ELA I, ELA II, and Algebra I. There was an increase in “Meets Grade Level” from 51.3% in 2017 to 52.93% in 2018 on the ELA II test. On the Algebra I test, “Meets Grade Level” increased from 43.58% in 2017 to 53.74% in 2018. Other data is listed below:

English I EOC: Out of 551 students, 58.08% approached grade level, 39.75% met grade level, and 5.81% mastered grade level.

English II EOC: Out of 495 students, 69.29% approached grade level, 52.92 met grade level, and 7.47% mastered grade level.

Algebra I: Out of 495 students, 81.01% approached grade level, 53.74% met grade level, and 29.7% mastered grade level.

Biology: Out of 468 students, 86.75% approached grade level, 62.61% met grade level, and 19.87% mastered grade level.

Out of 450 students, 94% approached grade level, 73.33 met grade level, and 39.11% mastered grade level.

Other Data:

In 2018, 53.6% of our students took the SATs. This was a decrease from 2017 when 56.2% of the students took the SAT. 911 students took the PSAT test which was given to all tenth and eleventh graders.

On TELPAS, there was a decrease in Listening, Speaking, and Writing proficiencies from 2017 to 2018.

Student Academic Achievement Strengths

At Willis High School there were significant gains on the ELA I and ELA II EOC tests where students “Mastered Grade Level.”

In 2018, Willis High School scored in Quartile 2 for our SAT and ACT scores in Math and Science.

There was a 10% gain in “Meets Grade Level” on the Algebra I EOC from 43.58% in 2017 to 53.74% in 2018

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: EOC scores decreased in “Approaches Grade Level” and “Meets Grade Level” in ELA I, ELA II, Algebra I, and Biology. **Root Cause:** Teaching strategies do match the student needs and levels.

Problem Statement 2: TELPAS scores have decreased in all proficiencies. **Root Cause:** There is not a clear understanding of the ELPS and they are not being used effectively in the classroom.

School Processes & Programs

School Processes & Programs Summary

TEKS Resource Systems - provides content and support for an online curriculum management system. The content includes curriculum components and sample unit assessment items aligned to the most current versions of the State Board of Education-adopted standards (TEKS).

Texas Teachers Evaluation and Support System (T-TESS) - strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher’s instructional practices.

Enriching Students - is the Response to Intervention (RTI) tool that is specifically designed to meet the challenges of scheduling middle and high school students for regular RTI sessions. Never has it been easier to implement an RTI program in your middle and secondary school.

Measure Academic Progress (MAP) Suite - is an assessment system that’s all about measuring what matters so you can support growth and skill mastery for every student.

University Interscholastic League (UIL) - exists to provide educational extracurricular academic, athletic, and music contests. The initials UIL have come to represent quality educational competition administered by school people on an equitable basis.

Professional Learning Community (PLC) - An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

Odysseyware - Educators can give students the ability to earn credits for failed or incomplete courses without having to repeat the entire course, enabling students to complete the work at their own pace and focus on just the concepts they have not yet mastered.

Advanced Academics - Gifted & Talented Services, Dual Credit, Pre-Advanced Placement (Pre-AP) courses, and Advanced Placement (AP) courses.

Career Technical Education (CTE) - programs offer a sequence of courses that provide students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

TEAMS for Student - is a real-time, web-based solution that allows Teachers, Counselors, and Administrators access up-to-date and accurate data from anywhere they have internet access.

Eduphoria - integrated apps assist in every aspect of the school day, from lesson planning to monitor student progress, streamlining administrative duties, and providing a collaborative platform for education professionals.

eStar (eSPED) - allows users to enter data safely and quickly anytime, anywhere-with full compliance with federal and state-specific reporting regulations and data safeguards through our Tier-1 Provider partnership with Level (3) Communications.

School Processes & Programs Strengths

TEKS Resource Systems (Strength): Teachers are able to create common assessments to measure student performance that meets the standards.

Texas Teachers Evaluation and Support System (T-TESS) (Strength): All teachers are required to attend an annual refresher training on the principles and processes of the evaluation system and how it relates to improving student performance.

Enriching Students (Strength): Targeted intervention student accountability.

Measure Academic Progress (MAP) (Strength): Identify achievement gaps sooner and monitor academic growth.

University Interscholastic League (UIL) (Strength): It ensures all students are passing all academic courses.

Professional Learning Community (PLC) (Strength): Creates a culture of collaboration focused on student and teacher learning.

Odysseyware (Strength): Increase graduation rates and improve student outcomes.

Advanced Academics (Strength): Increased student enrollment.

Career Technical Education (CTE) (Strength) - The programs offer 17 different certifications.

TEAMS for Student (Strength): real-time automation views instantly as updates take place.

Eduphoria (Strength): Empowers teachers

eStar (eSPED) (Strength) - more than one person can view and enter recommendations on a child without having the actual document.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a group of disengaged students on campus who are not being reached. **Root Cause:** Failure in Communication

Perceptions

Perceptions Summary

In the spring of 2018, Willis ISD leadership named a new head football coach and a new campus principal. In an effort to get to know more about the culture of WHS, the new principal, Stephanie Hodgins, met with a group of student leaders and a group of teacher leaders, respectively. The focus of each meeting was to survey the participants and gather information about what students and staff perceived as the campus' greatest strengths as well as its opportunities for growth.

The consensus from students was that school spirit was lacking and that the same core group of students tended to participate in all of the extracurricular activities. Additionally, students believed that most of their teachers cared about them, but they agreed that their teachers who were also athletic coaches did not put their classrooms first. Students also indicated that the football program received most of the attention in the community as well as in the school building while other sports or fine arts received little to no recognition for their achievements. Another point that students recognized was that some students did not respect the authority of certain teachers on campus. They expressed that some teachers had confided in them that, in general, they did not feel respected and had grown increasingly frustrated by the behaviors of certain students in their classrooms.

In the meeting with teacher leaders, they expressed frustration about a lack of consistent leadership in the building. They felt that administrators did not handle student referrals equitably and that there appeared to be no system in place for dealing with issues related to student behavior. In addition to this perceived lack of accountability, teachers also indicated that the standards to which students were held were not high and that the culture of the campus could best be described as apathetic.

Perceptions Strengths

There is a core group of students and teachers who genuinely care about WHS and would like for all students and staff to share their passion.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students are not held to a high standard. **Root Cause:** No system in place to consistently deal with issues of student misbehavior.

Problem Statement 2: Lack of school spirit **Root Cause:** Adults in building do not provide enough opportunities for students to participate (i.e. more dress-up days, contests, encouraging spirit on game days).

Problem Statement 3: Students do not respect authority in classroom. **Root Cause:** Lack of classroom management and consistently high expectations.

Priority Problem Statements

Problem Statement 1: There is a group of disengaged students on campus who are not being reached.

Root Cause 1: Failure in Communication

Problem Statement 1 Areas: District Processes & Programs

Problem Statement 2: EOC scores decreased in “Approaches Grade Level” and “Meets Grade Level” in ELA I, ELA II, Algebra I, and Biology.

Root Cause 2: Teaching strategies do match the student needs and levels.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: TELPAS scores have decreased in all proficiencies.

Root Cause 3: There is not a clear understanding of the ELPS and they are not being used effectively in the classroom.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Students do not respect authority in classroom.

Root Cause 4: Lack of classroom management and consistently high expectations.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Student attendance is low.

Root Cause 5: No system in place to consistently address students with excessive absences and/or truancy.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Historically, WHS ESL students have demonstrated limited success on state assessments. The WHS ESL student population has reached 9.7%, requiring the implementation of appropriate instructional supports and practices this year.

Root Cause 6: Improvement of current ESL instructional practices needed.

Problem Statement 6 Areas: Demographics

Problem Statement 7: The EcoDis population at WHS increased about 6% from the previous year requiring special attention be paid to academic intervention, teacher staff development and implementation of effective instructional practices.

Root Cause 7:

Problem Statement 7 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate's degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

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 who approach mastery on the English I and English II EOCs by 10% in 2018-19.





Evaluation Data Source(s) 1: STAAR scores

CCA data from English I and English II

MAP results

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Utilize Reader's Writer's Workshop strategies in English I and English II to encourage and promote reading and writing proficiency.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Students who were unsuccessful on English I or English II EOC last year have been placed in an EOC Remediation class during Academy.	2.4, 2.5, 2.6	Lorry Dickinson, RTI Coordinator Richard Ray, Dean of Instruction Brooke Paulson, AP over English Department	Increase number of students who approach or meet mastery on EOC retests offered in December, May, June, and July.	 15%	 30%	 50%	
Problem Statements: Student Academic Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 2) Students who are classified as English Language Learners and scored at the beginner or intermediate level on TELPAS in 2017-18 have been placed in an English class where they receive sheltered instruction from an ESL/ELA certified teacher.	2.4, 2.6	Richard Ray, Dean of Instruction Brooke Paulson, AP over ESL Heather Vargo, 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.				
Problem Statements: Demographics 2, 4 - Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: SCE - 0.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 3) The English I and English II teams have a designated PLC period built into their schedule so that each team can meet as a PLC every day of the week without having to sacrifice time after school or during their conference period.	2.4, 2.5, 2.6	Richard Ray, Dean of Instruction Brooke Paulson, AP over English Department DeAnna Slovak, English Department Chair and English II Team Leader Stephanie Osborn, English I Team Leader Lorry Dickinson, RTI Coordinator	The expectation for the PLC period is that each team uses it to examine and analyze data from both formative and common assessments in order to inform their instruction and better intervene on behalf of students.				
Problem Statements: Demographics 2, 4 - Student Academic Achievement 1 - School Processes & Programs 1							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Historically, WHS ESL students have demonstrated limited success on state assessments. The WHS ESL student population has reached 9.7%, requiring the implementation of appropriate instructional supports and practices this year. Root Cause 2: Improvement of current ESL instructional practices needed.
Problem Statement 4: The EcoDis population at WHS increased about 6% from the previous year requiring special attention be paid to academic intervention, teacher staff development and implementation of effective instructional practices.

Student Academic Achievement
Problem Statement 1: EOC scores decreased in “Approaches Grade Level” and “Meets Grade Level” in ELA I, ELA II, Algebra I, and Biology. Root Cause 1: Teaching strategies do not match the student needs and levels.
Problem Statement 2: TELPAS scores have decreased in all proficiencies. Root Cause 2: There is not a clear understanding of the ELPS and they are not being used effectively in the classroom.

School Processes & Programs
Problem Statement 1: There is a group of disengaged students on campus who are not being reached. Root Cause 1: Failure in Communication

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 who approach and meet grade level expectations on Algebra I and Biology EOC examinations by 5% in 2018-19

Evaluation Data Source(s) 2: STAAR results



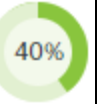

CCA data for Algebra I

CCA data for Biology

MAP testing data

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Decrease Algebra I class sizes in order to better serve students and personalize learning based on their needs.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Algebra I and Biology teachers will enter major grades into TEAMS by Essential Standard so that students and their parents can see their level of mastery on each of the TEKS tested on a Campus Common Assessment (CCA).	2.4, 2.6	Roger McNeel, AP over Math Department Michele Addison, Algebra I Team Leader Ivan Velasco, AP over Science Department Heather Lebow, Science Department Chair and Biology Team Leader	Students will be able to see how well they understand a particular concept by simply looking in the grade book since the major grades are tied to learning standards.	 5%	 30%	 40%	
Problem Statements: Demographics 4 - Student Academic Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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 CCA.	2.4, 2.5, 2.6	Michele Addison, Algebra I Team Leader Jim Korkowski, 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.				
Problem Statements: Demographics 1, 4 - Student Academic Achievement 1 - School Processes & Programs 1							
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Algebra I and Biology teachers are using Academy to pull students into their rooms for targeted interventions based on the results of their CCAs as well as to offer EOC remediation to 10th-12th students who have been unsuccessful on STAAR.	2.4, 2.5, 2.6	Lorry Dickinson, RTI Coordinator Michele Addison, Algebra I Team Leader Roger McNeel, AP over Math Department Heather Lebow, Biology Team Leader Ivan Velasco, AP 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.				
Problem Statements: Demographics 4 - Student Academic Achievement 1							
Funding Sources: SCE - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance is low. Root Cause 1: No system in place to consistently address students with excessive absences and/or truancy.
Problem Statement 4: The EcoDis population at WHS increased about 6% from the previous year requiring special attention be paid to academic intervention, teacher staff development and implementation of effective instructional practices.

Student Academic Achievement

Problem Statement 1: EOC scores decreased in “Approaches Grade Level” and “Meets Grade Level” in ELA I, ELA II, Algebra I, and Biology. Root Cause 1: Teaching strategies do not match the student needs and levels.
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School Processes & Programs
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Problem Statement 1: There is a group of disengaged students on campus who are not being reached. Root Cause 1: Failure in Communication
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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 3: WHS students who receive services through Special Education, ESL, or 504 will increase their performance on STAAR/EOC by 5% in 2018-19.













Evaluation Data Source(s) 3: STAAR

CCAs

Benchmarks

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue to monitor our special programs to ensure that students are served equitably.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) All co-teach classes have a 2:1 ratio of general education students to Special Education students.	2.4, 2.6	Stephanie Hodgins, Principal Richard Ray, 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.				
Problem Statements: Demographics 2, 4 - Student Academic Achievement 1 - School Processes & Programs 1							
Critical Success Factors CSF 1 CSF 4 CSF 7 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.	2.4, 2.6	Stephanie Hodgins, Principal Richard Ray, Dean of Instruction Tricia Neumann, Lead Counselor Heather Vargo, 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.				
Problem Statements: Demographics 2, 4 - Student Academic Achievement 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Historically, WHS ESL students have demonstrated limited success on state assessments. The WHS ESL student population has reached 9.7%, requiring the implementation of appropriate instructional supports and practices this year. Root Cause 2: Improvement of current ESL instructional practices needed.
Problem Statement 4: The EcoDis population at WHS increased about 6% from the previous year requiring special attention be paid to academic intervention, teacher staff development and implementation of effective instructional practices.
Student Academic Achievement
Problem Statement 1: EOC scores decreased in “Approaches Grade Level” and “Meets Grade Level” in ELA I, ELA II, Algebra I, and Biology. Root Cause 1: Teaching strategies do match the student needs and levels.
Problem Statement 2: TELPAS scores have decreased in all proficiencies. Root Cause 2: There is not a clear understanding of the ELPS and they are not being used effectively in the classroom.
School Processes & Programs
Problem Statement 1: There is a group of disengaged students on campus who are not being reached. Root Cause 1: Failure in Communication









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









Performance Objective 1: 100% of our parents will feel that the staff at WHS communicates well and often in 2018-19.

Evaluation Data Source(s) 1: Parent surveys

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Administration will work to front load communication ahead of big changes and encourage teachers to do the same by putting a monitoring system in place to ensure that it happens.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 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.				
Problem Statements: School Processes & Programs 1							
Critical Success Factors CSF 5 2) Teachers will make parent contact before each marking period to let them know if their student is failing. They will also make two 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.				
Problem Statements: School Processes & Programs 1 - Perceptions 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 3) Admin will utilize Blackboard to send parents and students necessary messages as well as the weekly Paw Print.		New AP [Fain] Emily Meachen, Journalism Teacher	Parents will have access to positive messages being sent from WHS.				
Problem Statements: School Processes & Programs 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a group of disengaged students on campus who are not being reached. Root Cause 1: Failure in Communication
Perceptions
Problem Statement 3: Students do not respect authority in classroom. Root Cause 3: Lack of classroom management and consistently high expectations.













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

Performance Objective 1: Every teacher will attend at least one professional development session during the 2018-19 school year.

Evaluation Data Source(s) 1: Eduphoria Workshop

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Establish a monitoring system to ensure that every teacher is attending targeted PD.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 7 1) Send teachers to Region 6 and 4 ESC for professional development sessions in their content areas.		Administration	Increase in new strategies used in classroom to promote student engagement.				
Problem Statements: Perceptions 3							
Critical Success Factors CSF 7 2) Core content teachers and select elective teachers were issued laptops in preparation for next year's 1:1 initiative and to help in the facilitation of our new learning management system, Canvas, as well as Enriching Students.		Administration Department Chairs	Teachers will become accustomed to utilizing Dell laptops to deliver instruction and monitor student performance/data.				
Problem Statements: Demographics 4							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 1 Problem Statements:


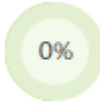

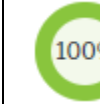



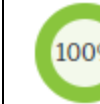




Demographics
Problem Statement 4: The EcoDis population at WHS increased about 6% from the previous year requiring special attention be paid to academic intervention, teacher staff development and implementation of effective instructional practices.
Perceptions
Problem Statement 3: Students do not respect authority in classroom. Root Cause 3: Lack of classroom management and consistently high expectations.

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 2018-19 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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 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.				
Problem Statements: Demographics 4 - Student Academic Achievement 1							
Critical Success Factors CSF 3 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.				
Problem Statements: Demographics 4 - Student Academic Achievement 1							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: The EcoDis population at WHS increased about 6% from the previous year requiring special attention be paid to academic intervention, teacher staff development and implementation of effective instructional practices.
Student Academic Achievement
Problem Statement 1: EOC scores decreased in “Approaches Grade Level” and “Meets Grade Level” in ELA I, ELA II, Algebra I, and Biology. Root Cause 1: Teaching strategies do match the student needs and levels.






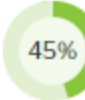










Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Decrease PEIMS coded disciplinary referrals by 10% for the 2018-19 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: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Research restorative practices and fully implement PBIS (STRONG).

Strategy Description	ELEMENTS	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.				
Problem Statements: Perceptions 3							
Critical Success Factors CSF 6 2) Increase school spirit by publicizing dress-up days, playing music on game days, and varying the types of pep rallies that are held.		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.				
Problem Statements: Demographics 1 - School Processes & Programs 1							
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.				
Problem Statements: Demographics 1 - School Processes & Programs 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance is low. Root Cause 1: No system in place to consistently address students with excessive absences and/or truancy.

School Processes & Programs
--

Problem Statement 1: There is a group of disengaged students on campus who are not being reached. Root Cause 1: Failure in Communication
--

Perceptions

Problem Statement 3: Students do not respect authority in classroom. Root Cause 3: Lack of classroom management and consistently high expectations.

District Funding Summary

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Heather Vargo, ESL Coordinator		\$0.00
1	2	3	Enriching Students		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Willis Independent School District

Stubblefield Daep

2018-2019



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Comprehensive Needs Assessment

Needs Assessment Overview

After looking at Stubblefield's goals there are many mastered but some that I would like to continue. We need to improve on following up with students at their home campus after they complete their DAEP placement. We want to ensure they are on the right track both academically and behaviorally. To help increase the visits, my plan is to make schedule using Google docs and designate a certain day of the week that the Principal or Assistant Principal will visit the home campus and students. There will be a form created to document the visit and conversation with the student so we can hopefully see growth in the student. We will continue the PBIS (Positive Behavior Interventions and Supports) to improve discipline techniques and relationships within the classrooms. We will continue to call students that are absent by seven thirty in the morning, we feel this has helped improve attendance. We will implement school-wide strategies, behaviorally and academically that are included in the plan that provides for all students that come to Stubblefield the opportunity to grow academically and behaviorally.

Demographics

Demographics Summary

The need for continuation of differentiating instruction is important as we strive to better serve our at-risk population. Special services for at-risk students need to operate efficiently to be effective. Stubblefield is a Discipline Alternative Education Program (D.A.E.P.), students are assigned fifteen to forty-five days by a discipline committee based on disciplinary infractions. These disciplinary infractions are either mandatory or discretionary placements.

SAS Student End Year Report

2017-2018

Grades	Placements	Repeaters	Total Student
1st	0	0	0
2nd	0	0	0
3rd	0	0	0
4th	1	0	1
5th	0	0	0
6th	19	1=2x	16
		1=3x	
7th	25	2=2x	23
8th	23	3=2x	20
9th	32	0	32
10th	23	1=2x	22
11th	16	4=2x	12
12th	18	2=2x	16
TOTALS	157	14=9%	142
Compare 2016-17	166	21=13%	144
Gender	Number	Repeaters	Total Students

Grades	Placements	Repeaters	Total Student
		1=3x	
Male	116=74%		106
		8=2x	
Female	41=26%	5=2x	36
TOTALS	157	14=9%	142

Ethnicity	Number	Female	Male
Asian (A)	0	0	0
American Indian (AI)	0	0	0
Black (B)	40=25%	17	23
Hispanic (H)	55=35%	16	39
White (W)	62=40%	8	54
TOTAL	157	41=26%	116=74%
	Number	Female	Male
Special Ed.	28=18%	2	26
Repeaters	4=<1%	0	4
504	15=1%	2	13
ESL/BIL	32=20%	11=1%	21=13%

Type of Placements

Educational	1=<1%	0	1
Court Placements (CP)	3=<1%	1	2
Discretionary (D)	104=66%	28	76
Mandatory (M)	49=31%	12	37
TOTALS	157	41	116
Economics	Free	Reduced Pay	
	127	1	21

Demographics Strengths

Stubblefield's demographics fluctuate depending on the students being sent for disciplinary reasons throughout the school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Special Education population numbers tend to be high. **Root Cause:** Special Education mandatory placements

Student Academic Achievement

Student Academic Achievement Summary

The students are expected to remain on the district time-lines in all core areas to continue their education using District Pacing Guides, YAG (Year at a Glance) to stay with the pace of the other students on the main campus'. As the students return to their home campuses, they will be able to join the learning on pace. The Scope and Sequence, YAG and Forethought in Eduphoria from the departments will be used to keep our students on pace. Restorative Practices (Discipline) implementation is a main focus this year at Stubblefield. Our goal is to empower students to become conflict problem solvers and to build relationships to have a better focus on academic success, by implementing campus standards of behavior during classroom instruction, transitions and meal times.

Student Academic Achievement Strengths

Stubblefield's Achievement Strengths are:

1. Teachers are able to access the home campus' lesson plans using Forethought in Eduphoria to help them keep the students on track while they are on our campus, so that when they return to their home campus they are on track to be able to continue their learning.
2. Restorative Practices (Discipline) learned while they are at Stubblefield can be used to keep the students on campus and build relationships with teacher and students to foster academic and social success.
3. Students flourish with small class sizes or when there is low enrollment more one on one assistance.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction strategies and plans are shared by the home campus. The teachers utilize Forethought in Eduphoria, district pacing guides, TEKS and TEKS Resource, to insure the students stay on track with their home campus. Common Assessments are created by the home campus' that are aligned with the TEKS in the district curriculum pacing guides. The data from these Common Assessments are used by teachers to measure the areas of weakness to identify specific students needing differentiated instruction. Teachers also have access to Student's State Testing STAAR and EOC results to analyze to help them better serve the students and discover their strengths and weaknesses.

Teacher quality is good and has improved as a result of meaningful and purposeful campus and district professional development. The turnover rate is excellent, only one teacher left for a promotion and one secretary moved.

The need for continuation of differentiating instruction is important as we strive to better serve our at-risk population. Special services for at-risk students need to operate efficiently to be effective. Stubblefield is a Discipline Alternative Education Program (D.A.E.P.), students are assigned fifteen to forty-five days by a discipline committee based on disciplinary infractions. These disciplinary infractions are either mandatory or discretionary placements. Stubblefield's goal is to show growth and gains in student performance both academically and behaviorally while at the discipline alternative campus. We implement the Why Try? program, use Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (Discipline) to insure students are having access to behavioral skills and teachers are building relationships with students.

School Processes & Programs Strengths

Stubblefield's strengths:

1. District Pacing Guides, IFD, Vertical Alignment, TEKS Resource, and Forethought in Eduphoria.
2. Common Assessments, Benchmark Testing and MAP Testing and Reports
3. Curriculum Resources provided by the district; Comprehension Tool Kit, Lucy Calkins, Envision Math, STEPSCOPE Science, and LLI (Leveled Literacy Intervention).
4. Daily Behavior Reports sent home that require a parent signature.
5. Parents required to meet and go through an intake before students can attend Stubblefield. The Assistance League from Montgomery County helping students and parents in need.
6. The Parent Center at Roark.
7. Parents access to grades on-line.

Teaching the Why Try? Program every day before the school day starts. Introduction of the topic, Music, videos, writing, activities and games are

used to help students better understand the program and topics being delivered.

9. Positive attitudes and motivation essential for the acquisition of knowledge, understanding and the desire for learning.
10. Teach the qualities that are important for students to become a good citizen and a self-sufficient member of society.
11. Positive values of cooperation and self-respect to empower them to resist negative influences.
12. Positive ethical and social attitudes, good self-concept and pride in their accomplishments and in their community.
13. Restorative Practices (Discipline) and PBIS will give students options in resolving conflicts and building relationships to help foster their success when returning to their home campus and in life.

Perceptions

Perceptions Summary

Stubblefield Academy D.A.E.P. promotes and maintains a positive school culture that promotes student growth and achievement, both academically and behaviorally. Incorporating PBIS, Positive Behavior Interventions and Supports, is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. All teachers make the effort to provide the educational environment necessary to develop habits and to be successful in the regular setting and at their home campus. The Why Try? Program is implemented and taught daily, by the teachers, before the day starts. This program teaches the students how to build self-esteem, self-discipline, decision making skills, problem solving skills, bullying prevention, refusal skills, coping skills, conflict-resolution skills, and tobacco, alcohol and drug prevention, among other topics.

Perceptions Strengths

Stubblefield's School Culture and Climate Strengths that administration and faculty provide are:

1. Teaching the Why Try? Program every day before the school day starts. Introduction of the topic, Music, videos, writing, activities and games are used to help students better understand the program and topics being delivered.
2. Positive attitudes and motivation essential for the acquisition of knowledge, understanding and the desire for learning.
3. Teach the qualities that are important for students to become a good citizen and a self-sufficient member of society.
4. Positive values of cooperation and self-respect to empower them to resist negative influences.
5. Positive ethical and social attitudes, good self-concept and pride in their accomplishments and in their community.
6. Restorative Practices (Discipline) and PBIS will give students options in resolving conflicts and building relationships to help foster their success when returning to their home campus and in life.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data



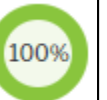

















Goals

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

Performance Objective 1: Stubblefield core teachers will review all available student data every three weeks, throughout the school year ending May 24, 2019, and evaluate to determine appropriate instructional strategies and interventions that will result in a 5% increase in student academic progress.

Evaluation Data Source(s) 1: Common Assessments, daily work, MAPS Testing, major tests, quizzes

Summative Evaluation 1: Some progress made toward meeting Performance Objective









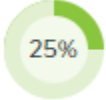
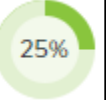






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Incorporate STAAR formatted questions on all common assessments in target areas as identified by the TEKS.	Administrators and teachers	STAAR formatted questions, on common assessments, will lead to an increase of student achievement on benchmark, EOC and STAAR tests.				
2) Analyze the results from benchmarks in English, Writing, Math, Science and Social Studies to determine remediation strategies.	Administration and teachers	Benchmark results will lead to student growth and performance.				
3) Lesson plans will reflect focused instruction aligned with TEKS, district pacing guide, IFD, and YAG.	Administration	Teacher will review Forethought in Eduphoria of the home campus. Improved planning and instruction will lead to student growth and performance.				
4) Technology will be increased by providing teachers with more technology devices. Teachers will provide students with technology based instruction in all core subject areas.	Administration, teachers and technology department	All classrooms are equipped with appropriate technology to meet the needs of their students as well as providing engaging lessons.				
 = 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 achieve a 10% growth when facilitating communication between home, school, and community and provide opportunities for involvement to educate and inform parents, by the end of the 2018-2019 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 and parent communication logs.

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) Have parents be partners in their children'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>				
2) Ensure parents/guardians will receive daily progress reports on their child's behavior and academics.	Administrators, Secretary	Parents will have access to Parent Self-Serve through TEAMS to monitor their child's grades. Daily Behavior Reports will be sent home and signed by the parent/guardian every day and returned to school.				
3) 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				
4) Students have the opportunity to return early to their home campus based on good behavior and attendance using a point system, PBIS and Restorative Discipline.	Administration, teachers	Students behavior to improve so that they can return to their home campus early, and lower residivism by using Restorative Discipline.				

















Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Students' name will be put in a drawing for coupons/incentives if they return their Daily Point Sheet, signed and with a perfect day the following school day.	Administrators and Secretary	Students to be cognizent of their daily behavior and strive for a perfect behavior day.				
 = 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 93% by the end of the 2018-19 school year.

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

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) 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.				
 = 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 2018-2019 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: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) DAEP teachers will access and implement curriculum and frameworks created by district curriculum committees.	Administrators, District Instructional Coaches	See the evidence in teacher's lesson plans, scope and sequence, common assessments, benchmark tests and STAAR/EOC results.				
2) Correlate subject matter and assignments for each student between the home campus and DAEP to allow for proper pacing of courses at DAEP and ensure students return to their home campuses without missing vital information and being on target with other students.	Administration, teachers	Students will be successful and on target when returning to their home campus				
3) Use OdysseyWare for high school students in order for them to not lose credit and risk being retained.	Administration, Vicki Clary (teacher)	To keep high school students on track with their credit recovery.				
4) Communicate with elective teachers to ensure students stay on track with their elective while at DAEP.	Administration, Vicki Clary (teacher)	Keep students with electives on track so when they return to their home campus they are on target.				
5) 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.				




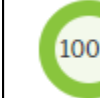



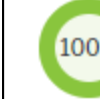




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Teachers will utilize pacing calendars, Year at a Glance (YAG), TEKS (TEKS Resource), and Vertical Alignment to ensure that while students are at Stubblefield DAEP, they stay on target 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 2018-2019 school year ending on May 24, 2019.

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

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) 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 2018-2019 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: Some progress made toward meeting Performance Objective









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implementation of Restorative Discipline, continuation of Why Try? Program and PBIS across the entire campus.	Administration, teachers	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.				
2) Improve Positive Behavior Interventions and Supports (PBIS) and Restorative Discipline. Teachers are consistent with rules throughout the school, teachers monitoring, and incorporating Restorative Discipline in their daily routine.	Administrator	Students behavior and ethics to improve, teachers to incorporate and plan for Restorative Discipline in their lesson plans.				
 = 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, 2018-2019, by 5%.

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

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) 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.	Administration	To ensure students correct behavior to avoid coming to DAEP, and decrease residivism.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

State Compensatory

Personnel for Stubblefield Daep:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Janessa Dutton	Administrative Intern	Why Try? Program, Restorative Discipline	Yes
Karen Utesey	Math Teacher	Why Try? Program, Restorative Discipline	Yes
Rachel Rockwell	Science, Math, English and Social Studie	Why Try? Program, Restorative Discipline	Yes
Stephanie Stelter	English Teacher	Why Try? Program, Restorative Discipline	Yes
Terry Hayward	Social Studies Teacher	Why Try? Program, Restorative Discipline	Yes
Timothy Lambert	Science Teacher	Why Try? Program, Restorative Discipline	Yes
Vicki Clary	Language Arts teacher for seventh and ei	Why Try? Program, Restorative Discipline	yes

Willis Independent School District

Lucas Middle School

2018-2019

Accountability Rating: Met Standard



Mission Statement

Lynn Lucas Middle School will promote a nurturing environment that fosters a passion for life-long learning and challenges our students to reach their highest potential. We will create an atmosphere that encourages the development of character, respect, responsibility, and productive problem-solving citizens.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Lynn Lucas is broken down as follows: 46.85% of the students are white, 39.26% are Hispanic, 8.79% are African American, roughly 4% are two or more ethnicities, and the rest of the student body consists of other ethnicities. Economically Disadvantaged students make up approximately 72.89% of the student population, which has been the average for the past 3 years. Our Limited English Proficiency students make up 13.88% of the population. These numbers have stayed fairly consistent over the past 5 years.

School culture and climate continues to be healthy. With the consistency with administration and small turn over with teachers plus the continued progress of the campus PBIS system, we continue to see a positive and collaborative school climate. As a school, we aspire to facilitate a healthy environment where we inspire learning.

59% of the staff at Lynn Lucas has been teaching for 5 years or more, with 35% of the staff having more than 10 years experience. Over the last three years turnover rate has continued to decrease.

Involving all stakeholders in the educational process is vitally important to positive, profound learning experiences for young adults. An integral and irreplaceable component of this, is the role that family and community involvement plays and the deep impact they have on learning outcomes. A synergistic effect creates more highly engaged parents and community partners that are invested in the rigor and depth of the learning that their children experiences. An environment that is conducive to life-long learning hinges upon the importance that these key players and role models place on education while talking to their children. The faculty is acutely aware of these fundamental facts and works continually to build deep relationships with parents through phone and email contact, as well as face-to-face formal and informal meetings. Parents attend certain functions at the campus level, such as organizational or sporting events that their child is involved with. However, increasing the home/school connection through academics helps the students to see the interconnected nature of education and real-life experiences. As such, increasing parent involvement and interface with curricular activities is imperative.

Student Academic Achievement

Student Academic Achievement Summary

Students at Lynn Lucas in grades 6 - 8 participated in the STAAR Assessment. The data reviewed is from the STAAR Cumulative Summary Report and includes grade level results for Reading, Math, Writing, Social Studies and Science.

ELA/Reading

African American Hispanic White Economically Disadvantages

52% 63% 70% 61%

Math

African American Hispanic White Economically Disadvantages

72% 68% 73% 66%

7th Writing

African American Hispanic White Economically Disadvantages

33% 55% 58% 51%

8th Social Studies

African American Hispanic White Economically Disadvantages

48% 60% 65% 61%

8th Science

African American Hispanic White Economically Disadvantages

32% 62% 70% 62%

The results show that we have multiple areas that we need to improve upon. Increasing our students ability to read at or above grade level will not only help to improve scores on the Reading assessment, but will also help them improve on other assessments as well. Teachers will be using the data to make

informed decisions in their own classrooms, to drive instruction.

Student Academic Achievement Strengths

The campus has continued to increase those achievement results for a second year in a row. Every area and sub population continues to increase.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We are needing to improve our progress on progress measure for students **Root Cause:** Teachers need to focus instruction on differentiation based on individual student needs.

School Processes & Programs

School Processes & Programs Summary

The campus has continued to put a heavy focus on planning and research based instructional practices. This includes PLCs where teachers plan and work together on the 4 key questions of PLC schools. Teachers make common assessments and work on their Essential Standard assessments together. Teachers decide what interventions and how they will be implemented during this PLC time.

This year the campus is focusing on an intervention time built into the school day, called PRIDE Time for teachers to work with students at their level. The NWEA MAPS data as well as the Odysseyware program is working to assist teachers with where students are and how they can assist them.

Perceptions

Perceptions Summary

Our campus has spent the last two years getting rid of the label of IR and working to prove to the community, parents, students and staff that we are a good school capable of doing great things for students.

We are proud that we have continued to hear throughout our community that people believe our school puts students and families first.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)









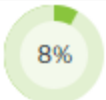



Goals

















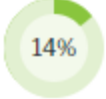







Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

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.

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

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) Collect data on student achievement as evidenced by state level assessment for all student groups	Principal Assistant Principals Academic Coach Teachers	Needs Assessment and Analysis				
Funding Sources: Local - 0.00						
2) Analyze results from benchmarks in English Language Arts and Math to determine remediation strategies.	Principal; Assistant Principals; Academic Coach; 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				
Funding Sources: Local - 0.00						










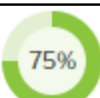
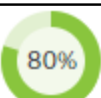





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Implement and monitor effective response to Intervention (RtI) model for the academic and behavioral needs of all student populations.	Campus Administration; Counselors; Academic Coaches; Behavioral Specialist; Teachers	RTI model RTI Procedures RTI Documentation				
Funding Sources: Local - 0.00						
5) Incorporate STAAR format questions on all common assessments in target areas as identified by benchmark analysis	Principal Assistant Principals District academic coaches Content Teachers	Common assessment review				
6) Utilize Comprehension Toolkit and Writers Workshop programs to increase reading and writing student performance in grades 6, 7, and 8	ELAR teachers, Academic 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 6th grade orientation, Open House, and extra curricular activities.

Evaluation Data Source(s) 1: Conduct campus wide opportunities for parent and community involvement to promote academic achievement and school spirit

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) 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 doing extra curricular events, PRIDE store volunteers and creating a parent volunteer organization.

Evaluation Data Source(s) 2: Design and implement opportunities for parents to participate in campus volunteer opportunities that are inside and outside of the normal school day to accommodate family schedules while including parents in campus growth activities.

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
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: Significant progress made toward meeting Performance Objective









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.

Evaluation Data Source(s) 1: Design, develop and implement professional development programs, hiring and orientation programs based on the school's focus areas, school improvement processes, and curriculum priorities.

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) 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 PLC meetings for teachers to share technology tips and student centered instructional practices specific to each discipline.	LLMS Faculty	Agendas				
5) Design and facilitate staff development opportunities lead by academic coaches and GT specialist, intended to improve instruction and student academic performance.	Administrative Team, Instructional Coaches, GT specialist	Lesson plans, improved instructional strategies used consistently in classrooms				




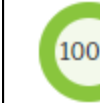




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) LLMS faculty will use the TEKS Resource System as the Willis ISD district guide to teach the State of Texas Mandated curriculum. Teachers will follow the scope and sequence as delineated in the TEKS Resource System in order to help students achieve academic success.	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.

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

Summative Evaluation 1: Met Performance Objective










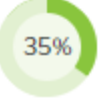






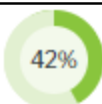

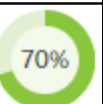





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review expenditures and make recommendations for future planning.	Principals Assistant Principals Campus Improvement Committee	Campus financial records				
 = Accomplished  = Continue/Modify  = 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.

Evaluation Data Source(s) 1: Trend data charts will reflect a decline of discipline incidents by all student groups.

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) Improve overall classroom management by reviewing and discussing behavior intervention strategies during PLCs and assigning mentors to struggling teachers.	Principal Assistant Principals	Reduction of discipline referrals				
Funding Sources: Local - 0.00						
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 2 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 assignments to OSS, ISS and DAEP by 5% each.

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: Significant progress made toward meeting Performance Objective



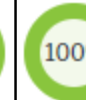











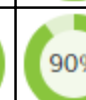





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review persistent behavior concerns with RtI/ARD/504 Committee to devise more effective management plans for targeted students	Principal Assistant Principals Counselors Diagnostician/LSSP 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 as evidenced by sign-in sheets and training certificates.

Evaluation Data Source(s) 3: Create and promote school safety awareness for students and staff to know what to do in times of crisis.

Summative Evaluation 3: Met Performance Objective

















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.	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				
 = 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%

Evaluation Data Source(s) 4: Policies and practices in addressing bullying are aligned across the system.

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) 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				
	Funding Sources: Local - 0.00					
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				
	Funding Sources: Local - 0.00					
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						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	6	Utilize Comprehension Toolkit and Writers Workshop programs to increase reading and writing student performance in grades 6, 7, and 8
3	1	5	Design and facilitate staff development opportunities lead by academic coaches and GT specialist, intended to improve instruction and student academic performance.

State Compensatory

Budget for Lucas Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$298,677.47
6100 Subtotal:		\$298,677.47

Personnel for Lucas Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashleigh Johnston	Instructional Coach		
Ashley Soose	Technology Innovation Coach		
Kelley Childs	Instructional Coach		
LeighAnne Elmore	Mentor Coordinator		
Melanie Underwood	Dyslexia Specialist		

2018-2019 Campus Improvement Team

Committee Role	Name	Position
Administrator	Kim Sprayberry	Principal
Administrator	Eric King	Assistant Principal
Administrator	Mike Reyna	Assistant Principal
Non-classroom Professional	Deanna Jamison	Counselor
Non-classroom Professional	Teri Bagley	Counselor
District-level Professional	Ashley Soose	Technology Innovation Coach
District-level Professional	Ashleigh Johnston	ELA/SS Instructional Coach
District-level Professional	Kelley Childs	Math/Science Instructional Coach
Classroom Teacher	Amber Ruiz	ELA Department Chair
Classroom Teacher	Artresa Johnson	Math Department Chair
Classroom Teacher	Shannon Wells	Science Department Chair
Classroom Teacher	Monica Lopez	Social Studies Department Chair
Classroom Teacher	Susan Burge	Electives Department Chair
Classroom Teacher	Katy Giroux	Special Populations Department Chair
Classroom Teacher	Elizabeth Flores	Girls Athletics Coordinator
Classroom Teacher	Doug Getz	Boys Athletics Coordinator

District Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
5	1	1			\$0.00
5	4	1			\$0.00
5	4	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Willis Independent School District

Brabham Middle School

2018-2019

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Brabham Middle School is a 6-8 grade campus with a diverse student population. We are a campus within The Willis Independent School District located north of Houston. The campus demographics are changing due to new master planned communities being developed within our campus boundaries.

TAPR 2016-2017 data:

Attendance Rate: 96.2%

Number of students: 834

Ethnic Distribution: AA: 5.6%; Hispanic: 33.5%; White: 57.6%; AI: 0.2%; Asian: 1.2%; Two or More Races: 1.9%.

ECO DIS: 48.2%

ELL: 10.6%

At Risk: 46%

Demographics Strengths

Student overall scores on STAAR increased from the previous year. Algebra 1 EOC master level scores increased this school year from the previous year. Eco Dis subpopulations scores increased in all tested areas. The campus received four TEA designation distinctions for the first time. ELL student scores increased in all tested areas besides Science.

Problem Statements Identifying Demographics Needs

Problem Statement 1: BMS African American subpopulation is scoring lowering Reading and Math than other populations on STAAR. **Root Cause:**

Foundation gaps and relatable material.

Problem Statement 2: BMS Eco Dis subpopulation is scoring lower than the campus average score across all tests. **Root Cause:** Foundation gaps and mobility rates.

Problem Statement 3: BMS ELL subpopulation scores are lower than the campus average across all subjects. **Root Cause:** Limited growth in the english language and vocabulary.

Student Academic Achievement

Student Academic Achievement Summary

Academic growth (meeting/exceeding growth standards) in our At Risk student group is a major result of our intervention systems in reading and math. Additionally, our Algebra program enrollment is growing and 100% of our students passed the 2017 Algebra 1 EOC.

School Processes & Programs

School Processes & Programs Summary

Data regarding the campus culture and climate was collected from staff and parents through a parent survey and staff survey. In addition, data regarding student discipline was also examined. Particular highlights include the overall cohesiveness of the faculty and the perceived effectiveness of the PLCs. It is also noted that the school is perceived to be a place where people feel safe.

For the 2016-17 school year we used two systems that positively impacted student growth across all content areas. The first system was the administration of our common assessment (CA) every three weeks. CAs were aligned to the state curriculum by grade level TEKS and the district scope and sequence. With the continued use of Profession Learning Communities (PLCs) where teachers and administrators discussed student specific data from the CA and how those data will drive future instruction. This discussion materialized into the creation of spiraled activities meant to provide targeted remediation. The second system we implement was the a block schedule to create more time.

Areas of curriculum, instruction, and assessment that need improvement for the 2017-18 school year include: writing across the curriculum, addressing achievement gaps, providing high-engagement and student-centered instruction and increasing rigor within the classroom.

Perceptions

Perceptions Summary

The middle school years can be challenging for both students and parents. Students leave the very structured and controlled environment of elementary school and enter an environment of changing classes multiple times a day, changing teachers, choices in academics and choices in extracurricular activities. These changes not only affect our students, but also their parents. Multiple teachers, the increasing complexity of course content, and students' growing need for autonomy tend to weaken the tie between parents and the school that existed in elementary school. Parents may find that the ways in which they were formerly involved in their child's education will undergo fundamental change during the middle school years. During these years, students also make personal and educational decisions that can impact the rest of their lives. Middle school students often struggle with independence, changing peer relationships, physical and emotional changes and academic challenges. The challenges of our students also have an impact on their families and the community. As a school, we must create and maintain relationships with our families and community through consistent communication and opportunities for parent education. Our staff recognizes the importance of this collaboration on overall student success and are dedicated to making these connections between our school, our families and our community.

Data regarding the campus culture and climate was collected from staff and parents through a parent survey and staff survey. In addition, data regarding student discipline was also examined. Particular highlights include the overall cohesiveness of the faculty and the perceived effectiveness of the PLCs. It is also noted that the school is perceived to be a place where people feel safe.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Observation Survey results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals









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

































Performance Objective 1: Increase the masters grade level performance of all students to 20% or more in all subjects by the end of the 2018-2019 school year.

Evaluation Data Source(s) 1: This objective will be evaluated by dividing the total number of 2019 "masters grade level" scores by the total number of 2019 tests taken.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Establish supports in Math 6 & Reading 7th with labs to provide additional assistance for students.

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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
Funding Sources: SCE - 0.00						
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.				
Funding Sources: 199 - General Fund - 0.00						
5) Implement Writing Across the Curriculum (WAC) in every subject once a week.	All staff.	Students become more confident and comfortable with academic writing.				
Funding Sources: SCE - 0.00						
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.				

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.

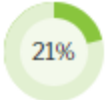







Performance Objective 2: Increase STAAR "meets grade level" performance by 10% for all applicable student groups in Index 4 by the end of the 2018-2019 school year.

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: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: The Special Education and ELLA population demonstrated a decrease; therefore, the campus will lower the amount of SPED students in classrooms and sheltering ELLA.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
Funding Sources: SCE - 0.00						
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.				
Funding Sources: SCE - 0.00						
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.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
Funding Sources: SCE - 0.00						
 = 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: Student Attendance rate will increase to 96.8% for the 2018-2019 school year.

Evaluation Data Source(s) 3: An overall attendance rate of 96.8% will be achieved and maintained.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue current initiatives with additional student and staff incentives.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement a Positive Behavior Intervention and Support (PBIS) Committee that focuses on attendance and discipline strategies and recognition.	Administrative Team, Faculty, and Parents.	Higher attendance rates will be recorded for the identified days.				
2) School wide incentive for maintaining 96.8% or above attendance rates each semester.	Administrative Team, PBIS Committee and Faculty.	Higher overall attendance rates will be experienced, in general.				
3) Partner with PTO to receive incentives for students and teachers with the highest attendance rate during each nine week grading period.	Administrative Team and faculty	Increase in attendance rate				
4) Reward each student achieving perfect attendance during a nine week grading period.	Administrative Team, PBIS Committee and Faculty.	Increase in attendance rate				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						




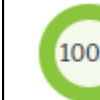



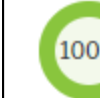




Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 4: Increase the African American sub population "meets" grade level performance in all subjects by 10% during the 2018-2019 school year.

Evaluation Data Source(s) 4: Success will be evaluated by comparing the 2017-2018 scores to the 2018-2019 scores for the AA subgroup to see if there was a 10% increase overall.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: 6th Grade Reading and Writing increased but no access to 8th Grade 2019 data to compare.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
Funding Sources: SCE - 0.00						
 = 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 2018-2019 school year.

Performance Objective 1: Ensure timely communication to parents, students, and the community 100% of the time for the 2018-2019 school year.

Evaluation Data Source(s) 1: An increase will be seen on the parent climate/culture surveys when analyzing the questions asking about home/school communication.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Solicit feedback from teachers, students, parents, and district for ways improve communication between all stakeholders.

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						











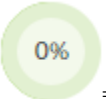

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: Every teacher will attend at least one professional development session during the 2018-2019 school year.

Evaluation Data Source(s) 1: Eduphoria Workshop

Summative Evaluation 1:

Next Year's Recommendation 1: Create a system of input allowing teachers to suggest training based on academic of students.

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.	Admin and IC's.	Increase in new strategies used in the classroom to promote student engagement.				
Funding Sources: SCE - 0.00						
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.				
Funding Sources: SCE - 0.00						
 = 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 RTI and enrichment every day during the 2018-2019 school year.

Evaluation Data Source(s) 2: Enriching Students data.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: To collaborate with administrators and instructional coaches to target professional to improve teacher and student performance.

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.	Admin and IC's.	Increase in mastery of Essential Standards.				
Funding Sources: SCE - 0.00						
2) Send teacher leaders to RTI Institute.	Admin and IC's	Increase in mastery of Essential Standards.				
Funding Sources: SCE - 0.00						
 = 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 2018-2019 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: Met Performance Objective

Next Year's Recommendation 1: Provide a system for UIL fund utilization.

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 10% for the 2018-2019 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: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: Improve the campus current PBIS initiatives to include student and staff input. Establish School Discipline Committee (Counselors, Behavior Support, Teachers, and Principals) search for a balance review of incidents.

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 from TEAMS.				
2) Conduct a proven practices behavior strategies training for the faculty.	Administration and Counselors.	Staff meeting sign-in sheet.				
3) Review the "Stop! Walk! Talk!" strategy with all students.	Counselors, Teachers and Administrators.	Increase in students utilizing the strategy.				
4) Utilize Behavior Specialist in classrooms and to lead support programs for students in need of behavior interventions.	All staff.	Persistent misbehaviors decrease.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Create common formative assessment (CFA) results in Eduphoria for all subjects.
1	1	2	Monitor CFA results for Algebra.
1	1	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.
1	1	5	Implement Writing Across the Curriculum (WAC) in every subject once a week.
1	1	6	Implement Bobkat Time (RTI/Enrichment) five days a week.
1	2	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.
1	2	2	ELAR teachers will utilize lexile data to organize literature and guided reading groups. Implement guided reading interventions for students who qualify.
1	2	4	Teachers will utilize the ELPS Flip Book to guide their instructional methods (how they will go about delivering the TEKS).
1	3	1	Implement a Positive Behavior Intervention and Support (PBIS) Committee that focuses on attendance and discipline strategies and recognition.
1	4	1	Teachers will monitor targeted students to ensure mastery of essential standards.

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
Sub-Total					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Coaches		\$0.00
1	1	3	Dyslexia Specialist		\$0.00
1	1	5	Instructional Coaches		\$0.00
1	2	1	Instructional Coaches		\$0.00
1	2	1	ESL Para		\$0.00
1	2	2	Instructional Coaches		\$0.00
1	2	4	Instructional Coaches		\$0.00
1	2	4	ESL Para		\$0.00
1	4	2	Instructional Coaches		\$0.00
1	4	2	ESL Para		\$0.00
3	1	1	IC's		\$0.00
3	1	2	IC's		\$0.00
3	2	1	ICs		\$0.00
3	2	2	IC's		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Willis Independent School District

Parmley Elementary

2018-2019

Accountability Rating: Met Standard



Mission Statement

At Parmley Elementary and in Willis ISD, we are One team, one purpose!

Vision

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

Core Beliefs

Parmley PROUD

Productive

Resilient

Optimistic

Unified

Dedicated

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics

1. Who are we:

665 students

Female- 48.28%

Male- 51.72%

Native Hawaiian or other Pacific Islander- 0.13%

African Americans- 10.03%

American Indian or Alaskan Native- 0.53%

Asian- 0.53%

Hispanic/Latino- 29.42%

White- 56.33%

2 or more races- 3.03%

Gifted/talented- 3.30%

ESL- 4.75%

Special Education - 14.91%

504- 6.3%

Dyslexia- 1.98%

Speech Impairment- 30%

Autism- 26%

Title 1- 100%

At-Risk- 41.95%

Economically Disadvantaged- 62.53%

With whom are we engaged?

The Ark, Conroe Bible Church, Entergy of the Woodlands, PTO- parent volunteers, Parent Support Center, Ladies of Eastern Star, North Shore Republican Women, Willis High School Students

STAFF:

Staff by Ethnicity Race Report Category for USER

CAMPUSES PARMLEY EL

County-District Number: 170904 District Name: WILLIS ISD

Ethnicity Race Report Category	18-19
B - Black or African American	6
H - Hispanic/Latino	16
T - Two or More Races	0
W - White	59
TOTALS	81

Demographics Strengths

1. How many students are homeless? .66% What services are available- backpack program, parent support center. Students basic needs are met. (strength)
2. All teachers are state certified and more diverse in ethnicity/gender.

3. Various types of professional development are offered to staff
4. The Willis community is growing

Problem Statements Identifying Demographics Needs

Problem Statement 1: Parmley student absences have historically been high **Root Cause:** Parent lack of understanding in the importance of education and parent perception of education.

Problem Statement 2: Parmley parental and community involvement have been historically low. **Root Cause:** Lack of various ways to communicate activities to families. Communication did not include more than one language

Student Academic Achievement

Student Academic Achievement Summary

Grade 3 Reading: 68% Approaches; 32% Meets

Grade 3 Math: 64% Approaches; 35% Meets

Grade 4 Reading: 69% Approaches; 41% Meets

Grade 4 Math: 81% Approaches; 55% Meets

Grade 4 Writing: 51% Approaches; 33% Meets

Grade 5 Reading: 69% Approaches; 36% Meets

Grade 5 Math: 75% Approaches; 44% Meets

Grade 5 Science: 61% Approaches; 25% Meets

Student Academic Achievement Strengths

1. Overall growth on math and reading performance on STAAR testing
2. Identifying individual student needs / RTI to support each student
3. Comparing student performance on state assessment with student performance on benchmark assessments and report cards

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Teaching has changed over the decades, and we need to find better teaching strategies to meet differentiated needs of students. **Root Cause:** There have not been consistent opportunities to learn specific grade and content area strategies.

Problem Statement 2: With all of our focus on new reading, writing, and math strategies, science has not received as much time and attention as it should. **Root Cause:** Younger grades feel the need to reteach reading and math skills has been labeled as more important than teaching science skills.

School Processes & Programs

School Processes & Programs Summary

1. Flipgrid to screen applicants prior to hiring
2. Comprehension Toolkit has been implemented school wide
3. Instructional coaches are on campus regularly and in PLC meetings.
4. Certified and licensed teachers who work together to do what is best for students.
5. Instructional practices that are monitored with consistent feedback for all
 - TEKS Resource
 - Comprehension Toolkit
 - Benchmark Assessments
 - MAP Testing
 - Envision
 - Stemsopes for Science
 - Melissa Leach LLC Consulting on campus

School Processes & Programs Strengths

- Curriculum aligned with TEKS and ELPS
 - Being pulled from TEKS Resource
- Implementing the district curriculum with fidelity
- MAP
 - Assessments being used to measure student achievement
 - Student progress being tracked

- Instructional initiatives aligned with plan
 - A literacy program for parents called Partners in Print
- PLC time for available content areas
- Programs available after school
 - DI, Lego League and last year was soccer, running club, student council, Choir, jump rope, Kats for Christ
- Duty and supervision scheduled well
- Good formal and informal leadership

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a lack of rigorous use of materials and strategies supported by scientifically based research. **Root Cause:** Teachers are having to use standards from lower grades to reteach since students are not coming at grade level.

Problem Statement 2: Students aren't monitoring their academic progress. **Root Cause:** Teachers are limited on instructional time to be able to teach students how to monitor progress.

Problem Statement 3: Interruptions, especially calls for ISS/OSS work, have increased during instructional time. **Root Cause:** There is no process for how to collect work or have prepared assignments.

Problem Statement 4: When appropriate, technology is not consistently being used to support instruction and learning. **Root Cause:** There is a learning curve that requires time to learn and implement technology.

Perceptions

Perceptions Summary

Through surveying parents, teachers, and staff via google drive, survey monkey, and google classroom.

Multiple means of communication with parents

- * Twitter
- * Call outs
- * Parmley Post
- * Teacher/Parent calls
- * Remind 101/DoJo
- * Emails
- * Letters sent home via mail/student

Recruitment of community support (Montgomery County Food Bank, The Ark, Conroe Bible Church, Entergy, Chick-fil-a)

Volunteer Login in via the Willis ISD website

Parmley Night Events (Meet the Teacher, Open House, Title 1 Meeting, STEAM night, Reading, Night, Ned Show)

Perceptions Strengths

- * Communication is used in variety of ways in order to make parent and community members aware of what is going on at Parmley Elementary (phone calls, text, email, remind 101, Class DoJo, Marquee, Twitter, Parmley Post and letters sent home).
- * Multiple parent volunteers have began coming to our CEIC committee meetings and becoming more active members in the decision making process
- * Teachers and administrative staff are approachable and available for families and community members to come and discuss their concerns and ideas in ways to improve the Parmley community

- * A strong relationship with community partners that help support our students needs and morale building of the staff.
- * Teachers are building relationships through their daily use of community circles and realtionship building within the school community
- * The staff is part of the discipline practices and decision making through monthly meetings of evaluating discipline data through PBIS (Positive Behavior Intervention System)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parmley Elementary has a large number of disciplinary issues. **Root Cause:** There is a need to educate students effective coping and social-emotional skills.

Problem Statement 2: There is a lack of parental involvement within the school community. **Root Cause:** There is a need to educate parents on various ways to be involved with their child's/children's education.

Problem Statement 3: There is a perception that teachers are not invested in building relationships with students. **Root Cause:** There needs be a clear and consistent line of communication between the teacher, parent, and student.

Priority Problem Statements

Problem Statement 1: Parmley Elementary has a large number of disciplinary issues.

Root Cause 1: There is a need to educate students effective coping and social-emotional skills.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: There is a lack of parental involvement within the school community.

Root Cause 2: There is a need to educate parents on various ways to be involved with their child's/children's education.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: There is a perception that teachers are not invested in building relationships with students.

Root Cause 3: There needs be a clear and consistent line of communication between the teacher, parent, and student.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Parmley student absences have historically been high

Root Cause 4: Parent lack of understanding in the importance of education and parent perception of education.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Parmley parental and community involvement have been historically low.

Root Cause 5: Lack of various ways to communicate activities to families. Communication did not include more than one language

Problem Statement 5 Areas: Demographics

Problem Statement 6: Teaching has changed over the decades, and we need to find better teaching strategies to meet differentiated needs of students.

Root Cause 6: There have not been consistent opportunities to learn specific grade and content area strategies.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: With all of our focus on new reading, writing, and math strategies, science has not received as much time and attention as it should.

Root Cause 7: Younger grades feel the need to reteach reading and math skills has been labeled as more important than teaching science skills.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: There is a lack of rigorous use of materials and strategies supported by scientifically based research.

Root Cause 8: Teachers are having to use standards from lower grades to reteach since students are not coming at grade level.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: When appropriate, technology is not consistently being used to support instruction and learning.

Root Cause 9: There is a learning curve that requires time to learn and implement technology.

Problem Statement 9 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

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.

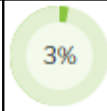
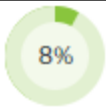


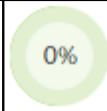
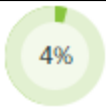


Performance Objective 1: By May of 2019, we will increase our passing rate of 72% to 80% in reading across the grade levels as measured by STAAR.



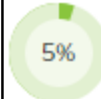





By the end of the year, 85% of students will show at least one year's growth as measured by MAP and STAAR.

Evaluation Data Source(s) 1: STAAR
MAP
Benchmark Data

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: More focus on phonics and reading in K-2 to unmask the problem.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 7 1) Implement Guided Reading with fidelity. Reading across genres and subject area. RtI implementation	2.4, 2.5, 2.6	Admin Coaches Teachers	Higher achievement levels Filling in gaps				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title 1-A - 531.00						
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 2) Using MyOn, students will engage in on level reading using technology.	2.4, 2.5, 2.6	Administrators Teachers	Increased reading comprehension and fluency				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title 1-A - 7635.57						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Hire a reading tutor to assist with Tier 3 students using research based practices.	2.4, 2.5, 2.6	Admin Literacy Coach	Higher achievement and overall growth				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title 1-A - 4275.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Teaching has changed over the decades, and we need to find better teaching strategies to meet differentiated needs of students. Root Cause 1: There have not been consistent opportunities to learn specific grade and content area strategies.

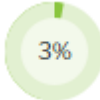


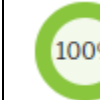




Goal 1: By the end of the school year, all students will reach high academic standards, at a minimum attaining proficiency or better as measured by STAAR.

Performance Objective 2: By May of 2019, we will increase our science scores from 61% to 70% approaches as measured by the Science STAAR test.

Evaluation Data Source(s) 2: Science STAAR
Science benchmarks

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: Continue to push hands on science in all grade levels

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Hands on science activities Using writing across the content area to internalize science Materials for Labs and Maker Space	2.4, 2.5, 2.6	Coaches District Science Coordinator Admin Teams	Increased STAAR Scores				
Problem Statements: Student Academic Achievement 2 Funding Sources: 199 - General Fund - 140.00							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: With all of our focus on new reading, writing, and math strategies, science has not received as much time and attention as it should. Root Cause 2: Younger grades feel the need to reteach reading and math skills has been labeled as more important than teaching science skills.

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 May of 2019, students meeting the masters grade level will increase by 6% in each subject as measured by the STAAR Test.

Evaluation Data Source(s) 3: Each STAAR Test

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Intervention schedules and making sure we know every student by name, strength, and need

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Staff collaboration with Enrichment activities .	2.4, 2.5, 2.6	Admin Teachers Coaches Mentor teachers	Teachers work together to improve student master scores				
				Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1			
Critical Success Factors CSF 1 CSF 2 2) Staff Training on differentiation strategies such as Lead4ward Playlist	2.4, 2.5, 2.6	Admin Coaches	More differentiation in classrooms and increased knowledge on how to differentiate.				
				Problem Statements: School Processes & Programs 1 Funding Sources: 199 - General Fund - 300.00, 211 - Title 1-A - 150.00			
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Teaching has changed over the decades, and we need to find better teaching strategies to meet differentiated needs of students. Root Cause 1: There have not been consistent opportunities to learn specific grade and content area strategies.
Problem Statement 2: With all of our focus on new reading, writing, and math strategies, science has not received as much time and attention as it should. Root Cause 2: Younger grades feel the need to reteach reading and math skills has been labeled as more important than teaching science skills.

School Processes & Programs
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Problem Statement 1: There is a lack of rigorous use of materials and strategies supported by scientifically based research. Root Cause 1: Teachers are having to use standards from lower grades to reteach since students are not coming at grade level.
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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 4: By the end of the 2018-19 school year, our math scores will increase 5% in all grades as measured by STAAR.

Evaluation Data Source(s) 4: STAAR

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue to improve student math instruction in all grade levels

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Using Reflex Math and Study Island in class.	2.4, 2.5, 2.6	Coaches Admin					
Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title 1-A - 5601.50							
Critical Success Factors CSF 1 CSF 2 2) Increasing innovative teaching strategies to allow for more critical thinking skills.	2.4, 2.5, 2.6	Coaches Admin Peers					
Problem Statements: School Processes & Programs 1							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: Teaching has changed over the decades, and we need to find better teaching strategies to meet differentiated needs of students. Root Cause 1: There have not been consistent opportunities to learn specific grade and content area strategies.
School Processes & Programs
Problem Statement 1: There is a lack of rigorous use of materials and strategies supported by scientifically based research. Root Cause 1: Teachers are having to use standards from lower grades to reteach since students are not coming at grade level.









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 2019, 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: Exceeded Performance Objective

Next Year's Recommendation 1: Continue intentional 2 way communication between teachers, parents, and admin

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Call outs, emails, social media.	3.1, 3.2	Admin	Higher parental involvement				
Problem Statements: Demographics 1, 2 - Perceptions 2							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Parmley student absences have historically been high Root Cause 1: Parent lack of understanding in the importance of education and parent perception of education.
Problem Statement 2: Parmley parental and community involvement have been historically low. Root Cause 2: Lack of various ways to communicate activities to families. Communication did not include more than one language
Perceptions
Problem Statement 2: There is a lack of parental involvement within the school community. Root Cause 2: There is a need to educate parents on various ways to be involved with their child's/children's education.













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 2018-19 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: Exceeded Performance Objective

Next Year's Recommendation 2: Continue involving parents (provide food if possible)

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implementing Partners in Print	3.1, 3.2	Admin					
Problem Statements: Demographics 1, 2 - Perceptions 2, 3 Funding Sources: 211 - Title 1-A - 890.00							
Critical Success Factors CSF 5 2) Parent donations and activities to increase student participation and involvement in school.	3.1, 3.2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Parmley student absences have historically been high **Root Cause 1:** Parent lack of understanding in the importance of education and parent perception of education.

Problem Statement 2: Parmley parental and community involvement have been historically low. **Root Cause 2:** Lack of various ways to communicate activities to families. Communication did not include more than one language

Perceptions

Problem Statement 2: There is a lack of parental involvement within the school community. **Root Cause 2:** There is a need to educate parents on various ways to be involved with their child's/children's education.

Problem Statement 3: There is a perception that teachers are not invested in building relationships with students. **Root Cause 3:** There needs be a clear and consistent line of communication between the teacher, parent, and student.

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 2018-19 school year, 90% of staff will have demonstrated growth in supporting student achievement by obtaining a rating of proficient or higher on their summative evaluations.

Evaluation Data Source(s) 1: Summative evaluations

Enrichment Plans

Coaching Plans

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Implementing our morning faculty meetings as professional learning

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Coaching by admin and coaches	2.4, 2.5, 2.6	Admin Coaches Teachers	High level of teaching				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 4							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Teaching has changed over the decades, and we need to find better teaching strategies to meet differentiated needs of students. Root Cause 1: There have not been consistent opportunities to learn specific grade and content area strategies.
School Processes & Programs
Problem Statement 1: There is a lack of rigorous use of materials and strategies supported by scientifically based research. Root Cause 1: Teachers are having to use standards from lower grades to reteach since students are not coming at grade level.
Problem Statement 4: When appropriate, technology is not consistently being used to support instruction and learning. Root Cause 4: There is a learning curve that requires time to learn and implement technology.

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 2018-19 school year, we will improve teacher retention by decreasing the turnover rate of 30% to 15% as measured by the number of resignation/retirement numbers.


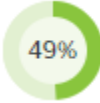






Evaluation Data Source(s) 2: Retirement

Resignation letters

Open Positions

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue to build teacher capacity

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 CSF 7 1) Improve culture and climate	2.4, 2.5, 2.6	Teachers Admin Coaches Students					
 = 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 2018-19 school year, 95% of the staff will have an ESL certification as measured by the number of teachers with a valid ESL certificate.

Evaluation Data Source(s) 3: SBEC certification checks

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue to encourage ESL certification

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 1) Classes offered through Region VI	2.4, 2.5, 2.6	Admin					
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Teaching has changed over the decades, and we need to find better teaching strategies to meet differentiated needs of students. Root Cause 1: There have not been consistent opportunities to learn specific grade and content area strategies.
School Processes & Programs
Problem Statement 1: There is a lack of rigorous use of materials and strategies supported by scientifically based research. Root Cause 1: Teachers are having to use standards from lower grades to reteach since students are not coming at grade level.









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 4: By the end of the 2018-19 school year, staff will receive at least 6 campus-based professional learning as measured by sign in sheets for each session.

Evaluation Data Source(s) 4: Sign in sheets, documentation, learning strategies used in class

Summative Evaluation 4: Exceeded Performance Objective

Next Year's Recommendation 4: More will be offered in morning sessions throughout the following year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 1) Training by TOTs	2.4, 2.5, 2.6	Admin Coaches Teachers					
Problem Statements: Student Academic Achievement 1, 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: Teaching has changed over the decades, and we need to find better teaching strategies to meet differentiated needs of students. Root Cause 1: There have not been consistent opportunities to learn specific grade and content area strategies.
Problem Statement 2: With all of our focus on new reading, writing, and math strategies, science has not received as much time and attention as it should. Root Cause 2: Younger grades feel the need to reteach reading and math skills has been labeled as more important than teaching science skills.









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 5: By the end of the year, reading teachers in grades K-5 will receive coaching and instructional strategies to assist them with reading instruction as measured by student achievement scores.

Evaluation Data Source(s) 5: STAAR

Melissa Leach Consulting feedback

Summative Evaluation 5: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 7 1) Melissa Leach Consulting and Coaching	2.4, 2.5, 2.6	Admin Coaches	Guided Reading conducted with fidelity with strategy groups. RtI intervention				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: 211 - Title 1-A - 10733.00							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 5 Problem Statements:









Student Academic Achievement
Problem Statement 1: Teaching has changed over the decades, and we need to find better teaching strategies to meet differentiated needs of students. Root Cause 1: There have not been consistent opportunities to learn specific grade and content area strategies.
School Processes & Programs
Problem Statement 1: There is a lack of rigorous use of materials and strategies supported by scientifically based research. Root Cause 1: Teachers are having to use standards from lower grades to reteach since students are not coming at grade level.

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 6: By the end of the year, teachers will use technology to help students level up at least one year.

Evaluation Data Source(s) 6: STAAR, Reading Levels, MAP

Summative Evaluation 6: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Teachers will use technology programs such as Study Island, Exact Path, Stemscopes, Reflex, and Gynzy to help level up students.	2.4, 2.5, 2.6	Teachers Admin	Increased skills and knowledge and engagement in class				
Problem Statements: School Processes & Programs 4 Funding Sources: 211 - Title 1-A - 5530.56							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 4: When appropriate, technology is not consistently being used to support instruction and learning. Root Cause 4: There is a learning curve that requires time to learn and implement technology.

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.

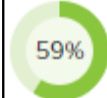







Performance Objective 1: By the end of the year, monitor campus budget for effective use of funds and resources that support student achievement as measured by higher STAAR/MAP growth and progress.

Evaluation Data Source(s) 1: STAAR Scores

Lesson Plans

Walkthrough Data

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Budget review for effective use of teaching needs		Principal Secretary					
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 4							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Teaching has changed over the decades, and we need to find better teaching strategies to meet differentiated needs of students. Root Cause 1: There have not been consistent opportunities to learn specific grade and content area strategies.
Problem Statement 2: With all of our focus on new reading, writing, and math strategies, science has not received as much time and attention as it should. Root Cause 2: Younger grades feel the need to reteach reading and math skills has been labeled as more important than teaching science skills.
School Processes & Programs
Problem Statement 4: When appropriate, technology is not consistently being used to support instruction and learning. Root Cause 4: There is a learning curve that requires time to learn and implement technology.









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, 100% 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Build relationships with students and reduce bullying.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Monthly safety meetings and trainings Community Circles Drills	2.5, 2.6, 3.2	Admin	Students will feel safe				
Problem Statements: Perceptions 1, 3							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parmley Elementary has a large number of disciplinary issues. Root Cause 1: There is a need to educate students effective coping and social-emotional skills.
Problem Statement 3: There is a perception that teachers are not invested in building relationships with students. Root Cause 3: There needs be a clear and consistent line of communication between the teacher, parent, and student.

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.




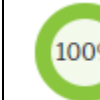




Performance Objective 2: By the end of the school year, 100 % of staff will become more knowledgeable in ways to promote student safety, health and welfare including: safety planning, discipline management, bullying & harassment and Safe Schools training throughout the school year.

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

Student Survey on safety

Parent Survey on safety

Summative Evaluation 2: Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) SafeSchools Monthly safety meetings Safety Videos Wellness Emails	2.4, 2.6	Admin					
Problem Statements: Perceptions 1, 3							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Parmley Elementary has a large number of disciplinary issues. Root Cause 1: There is a need to educate students effective coping and social-emotional skills.
Problem Statement 3: There is a perception that teachers are not invested in building relationships with students. Root Cause 3: There needs be a clear and consistent line of communication between the teacher, parent, and student.

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 June 2019, the staff will create a safe learning environment that utilizes Positive Behavior Interventions and Supports (PBIS) through systematically continuing the following activities:

Modeling the PROUD expectations, student recognitions, class Dojo, Character Education, lunch Bunch, Campus Anti-Bullying Plan, Ned Show, Community Circles









Evaluation Data Source(s) 3: Staff Surveys on safety

Student Surveys on safety

Parent Surveys on safety

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Implement campus wide PBIS interventions and discipline

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 1) Ned Show Community Circles PBIS meetings PROUD posters in classrooms Dojo	2.4, 2.6	Admin PBIS Team Counselor	Better discipline Graduating out of PAWS				
Problem Statements: Perceptions 1, 3							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Parmley Elementary has a large number of disciplinary issues. Root Cause 1: There is a need to educate students effective coping and social-emotional skills.
Problem Statement 3: There is a perception that teachers are not invested in building relationships with students. Root Cause 3: There needs be a clear and consistent line of communication between the teacher, parent, and student.

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 school year, 100% of staff and students will understand the policies and procedures for emergency procedures, by the being provided practice time of emergency procedures, including AED drills by the Campus Emergency Response Team(ERT) at required times.

Evaluation Data Source(s) 4: Staff Surveys on safety

Student Surveys on safety

Parent Surveys on safety

Summative Evaluation 4: Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Safety Meetings and drills	2.6	Admin	Safer community				
Problem Statements: Perceptions 1, 3							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Parmley Elementary has a large number of disciplinary issues. Root Cause 1: There is a need to educate students effective coping and social-emotional skills.
Problem Statement 3: There is a perception that teachers are not invested in building relationships with students. Root Cause 3: There needs be a clear and consistent line of communication between the teacher, parent, and student.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement Guided Reading with fidelity. Reading across genres and subject area. RtI implementation
1	1	2	Using MyOn, students will engage in on level reading using technology.
3	5	1	Melissa Leach Consulting and Coaching

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	2	Using MyOn, students will engage in on level reading using technology.
3	5	1	Melissa Leach Consulting and Coaching

State Compensatory

Budget for Parmley Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199	6129 Salaries or Wages for Support Personnel	\$121,051.37
6100 Subtotal:		\$121,051.37

Personnel for Parmley Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
James Burns	Instructional Aid		
Melanie Hooks	Instructional Aid		
Mindy Miller	Instructional Aid		
Patricia Debrow	Dyslexia Specialist		
Virginia Straughter	Instructional Aid		

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Needs:

RtI implementation

MAP data training

Implementing Guided Reading with fidelity

Improve reading instruction school wide

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Susan Fossler, AP

Mr. Davis, Business Community member and parent

Williams, coach

Smith, counselor

Coyle, paraprofessional

Teachers:

Stanford

Wood

Schultz

Greider

Jimenez

Stahlecker

2.2: Regular monitoring and revision

Plans on the Parmley Calendar for November 16th

January 7th

March 8th

End of May during end of year

2.3: Available to parents and community in an understandable format and language

Partners in Print meetings

Community meetings

Parent advisory committee

2.4: Opportunities for all children to meet State standards

Community Circles, building relationships

2.5: Increased learning time and well-rounded education

Working with teachers to implement Guided reading with fidelity

2.6: Address needs of all students, particularly at-risk

Community Circles, differentiation

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Working with staff to create a compact; will email to staff.

3.2: Offer flexible number of parent involvement meetings

Monthly meetings with Partners in Print as well as spring curriculum nights

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Heather Paugh	Instructional Coach	Title I	100
Lydia Klespis	Instructional Coach	Title I	100
Trevor Williams	Technology Innovation Coach	Title I	100

Campus Education Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Charlotte Wood	
Campus Professional	Charlene Barbara	
Classroom Teacher	Christy Bahn	
Classroom Teacher	Dana Schultz	
Classroom Teacher	Emily Dean	
Non-classroom Professional	Heather Paugh	
Administrator	Kelley Moore	
Non-classroom Professional	Lydia Klespis	
Classroom Teacher	Sarah Wagner	
Administrator	Susan Fossler	
Classroom Teacher	Theresa Melancon	
Non-classroom Professional	Trevor Williams	
Parent	Julie Odom	Parent
Parent	Daralyn McGuffin	

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	STEM Roller Skating Trip Buses		\$140.00
1	3	2	Lead4Ward Rockin' Review		\$300.00
Sub-Total					\$440.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Additional books for Guided Reading Library		\$531.00
1	1	2	MyOn		\$5,962.50
1	1	2	Headphones		\$1,673.07
1	1	3	Sandra Fleck--Reading Tutor		\$4,275.00
1	3	2	Lead4Ward Rockin' Review		\$150.00
1	4	1	Reflex Math		\$5,601.50
2	2	1	Partners in Print		\$890.00
3	5	1	Melissa Leach Consulting		\$6,450.00
3	5	1	Melissa Leach Consulting K-2		\$2,150.00
3	5	1	Melissa Leach Consulting District PD		\$2,133.00
3	6	1	Gynzy		\$995.00
3	6	1	13 Chromebooks and Chromebook Cart		\$3,977.56
3	6	1	2 Document Cameras		\$558.00
Sub-Total					\$35,346.63
Grand Total					\$35,786.63

Willis Independent School District

Hardy Elementary

2018-2019

Accountability Rating: Met Standard



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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics (2018 - 2019 Preliminary Fall PEIMS file loaded 09/12/2018) Count Percent

Gender

Female	287	47.52%
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Male	317	52.48%
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Ethnicity

Hispanic-Latino	326	53.97%
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Race

American Indian - Alaskan Native	1	0.17%
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Asian	1	0.17%
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Black - African American	59	9.77%
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Native Hawaiian - Pacific Islander	0	0.00%
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White	192	31.79%
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Two-or-More	25	4.14%
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Student Achievement

Student Achievement Summary

Students at C.C. Hardy in grades 3-5 participated in the STAAR Assessment. The data reviewed is from the STAAR Cumulative Summary Report and includes campus-wide results for Reading, Mathematics, Writing and Science. The disaggregation of the 2018 STAAR data indicated that there was progress made in the percentage of students who were classified as approaching, met, and mastered grade-level standards in the area of reading. Also, there was a 7% increase in the students who approached and met grade-level standards on their writing STAAR assessment. There was a decline in the percentage of students who approached, met, and mastered grade-level standards in the area of science. Finally, there was a 10% decline in the number of students who met grade-level standards on their Math STAAR assessment.

	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	17	18	17	18	17	18
All Subjects	64%	67%	31%	29%	11%	11%
Reading	62%	66%	28%	32%	12%	15%
Math	75%	77%	41%	31%	15%	11%
Writing	45%	52%	16%	23%	2%	4%
Science	57%	55%	22%	14%	5%	3%

Student Achievement Strengths

- From 2017 to 2018 there was an increase in the percentage of students who were classified as "approaching" grade-level in Reading, Math, and Writing
- From 2017 to 2018 there was a 7% increase in students who were classified as "approaching" and "meeting" grade-level standards on their Writing STAAR assessment.
- CCH was ranked in quartile I in the "Accelerated Student Growth in ELA/Reading" indicator on the 2018 Distinction Designation Summary.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students not receiving the necessary individualized intervention in a timely manner. **Root Cause:** There is no clear, defined campus-wide RTI system for students and teachers.

Problem Statement 2: Implementation of items discussed in meetings **Root Cause:** Inconsistency in best practice and good instruction.

School Culture and Climate

School Culture and Climate Summary

When conducting the campus needs assessment with the CCH site-based committee, feedback suggested that Hardy has a positive school climate. Most committee members mentioned that CCH is a fun, warm, and welcoming campus; where most parent-teacher-student interactions are positive and productive. There were comments/feedback that mentioned students being picked-on and classroom disruption as being an area of concern. Also, the need for a support system for new students at CCH is something that was mentioned in the CNA.

Overall, the CEIC considered the campus to be conducive for student learning. Also, they said Hardy is a safe and positive campus that offers students, staff, and parents the opportunity to be involved in student academics and extra-curricular activities (i.e. student clubs/organizations and monthly family events.)

School Culture and Climate Strengths

- Safe environment
- Teacher-student interaction
- staff-staff interaction

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Physical altercations between students and classroom disruption **Root Cause:** Students are seeking attention from their peers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

79% of all 2017-18 staff returned to CCH Elementary for the 2018-19 school year. Most teachers from the 17-18 school year were highly qualified and certified to teach their respective content area and the group of students within their classroom. Hardy offered a plethora of PD opportunities to all staff in the area of math, reading, and PBIS. CCH utilized their PLC meetings for teachers to discuss student data and to backward plan for upcoming units/lessons. Instructional coaches provided training for teachers during grade-level planning time and occasionally during the weekly plc meeting. Teacher to teacher professional development is presented during monthly staff meetings and grade level planning time. The CNA reflected that CCH staff needed more professional development in integrating technology into the classroom and the implementation of an effective and efficient RTI system.

	EOY 17-18	Returned BOY 18-19	%
Homeroom Teachers	26	22	84%
Paraprofessionals	9	4	44%
Specials/Electives	4	4	100%
Special Ed	3	3	100%

Staff Quality, Recruitment, and Retention Strengths

- 84% of 2017-18 homeroom teachers returned to CCH in the 18-19 school year.
- All Sped and Elective teachers returned to CCH for the 18-19 school year.
- Teacher-to-Teacher professional development during staff meetings
- Teacher-led PLC/planning sessions
- The number of teachers that attended district and campus PD.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Three bilingual classrooms were not being served by bilingual certified teachers. **Root Cause:** Teachers lack the knowledge and/or skills necessary to pass their Bilingual Target Language Proficiency Test

Problem Statement 2: CCH did not implement an effective and efficient, campus-wide RTI system **Root Cause:** Lack of knowledge and experience with RTI.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

According to CCH's campus needs assessment, participants shared the common belief that most CCH teachers do implement the district's curriculum with fidelity. Also, many mentioned that they use planning time to "think" of differentiating strategies. Further, a teacher's guided reading group was the only differentiated/intervention strategy shared on the CCH CNA. Also, the CNA data suggested that CCH teachers monitor their students' data, but students are not responsible for monitoring their own data.

Curriculum, Instruction, and Assessment Strengths

- Backward planning process being implemented

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Not all teachers implemented the district's curriculum and initiatives with fidelity. **Root Cause:** A lot of new teachers who are new to the teaching profession and who are unfamiliar with state standards and best practices.

Problem Statement 2: Not all teachers implemented the district's curriculum and initiatives with fidelity. **Root Cause:** Lack of resources and training that teaches how to incorporate technology in core-content lessons, use effective questioning strategies, and other instructional strategies

Problem Statement 3: Students are not responsible for monitoring their own data. **Root Cause:** No system that allows students to own their data.

Problem Statement 4: Not all teachers are intentional about scaffolding and differentiating instruction. **Root Cause:** Lack of training during grade level plc and planning time that focuses on differentiating instructional strategies.

Parent and Community Engagement

Parent and Community Engagement Summary

Hardy offered a variety of parent and community engagements throughout the 2017-18 school year. It partnered with the ARK church to provide free produce from the Montgomery County Food Bank to all of its students and families. CCH hosted a family event each month of the school year.

Parent and Community Engagement Strengths

A high percentage of parents were present at monthly family events (Nachos & Number, Grandparents Luncheon, Painting with a Spin, Books and Blue Bell, Career Hour, etc.)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parental involvement with our hispanic population of parents. **Root Cause:** Effective communication strategies to notify Spanish speaking parents of all school events.

Problem Statement 2: Minimum amount of parent feedback (positive and constructive) received throughout the year. **Root Cause:** No MOY or EOY district/campus parent survey

School Context and Organization

School Context and Organization Summary

The vision of Hardy Elementary is to be the elementary campus of choice in WISD. All students and staff are aware of the campus' three expectations (Be Safe, Be Responsible, Be Respectful). Teachers were encouraged to give constructive feedback through their team leaders. Team leader share feedback with Hardy's leadership team at their monthly TL meeting. Teachers are also encouraged to share their feedback, positive or negative, in the "suggestion box" that is located in the teacher's lounge. All of Hardy's educators play an active role in their grade-level planning sessions and PLC meetings. Hardy provides after-school clubs such as (art, book club, step team, Hardy Helping Hearts, etc.) to all of CCH students. The master schedule is considered to be a work in progress. There are critical grade levels (3rd-5th) where instructional minutes are being decreased or constantly interrupted.

School Context and Organization Strengths

- Student Clubs and Organization
- Teacher having a voice in decision making and school practices
- Leadership opportunities for all teachers

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Limited leadership opportunities for students. **Root Cause:** No time within instructional day to provide students leadership opportunities consistently.

Problem Statement 2: Students having a voice in the decision making process and school practices. **Root Cause:** No organization implemented to foster students having a choice in the decision making process.

Problem Statement 3: Too many interruptions in grades 3-5 instructional minutes. **Root Cause:** Master schedule that causes interruptions (specials/lunches) during the optimal time for learning in grade 3-5.

Technology

Technology Summary

CNA data suggested that most school stakeholders understand the importance of technology in the classroom; however, they are unclear of the campus and districts expectations for the integrated use of technology. Most school technology devices were used to assess student learning and/or for the use of students to enjoy online programs.

Technology Strengths

-One-to-One in grade 3-5

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers do not have a clear and accurate understanding of how technology is used to support instruction and learning **Root Cause:** Lack of relevant and meaningful training/coaching sessions for teachers.

Priority Problem Statements

Problem Statement 1: Implementation of items discussed in meetings

Root Cause 1: Inconsistency in best practice and good instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Physical altercations between students and classroom disruption

Root Cause 2: Students are seeking attention from their peers.

Problem Statement 2 Areas: District Culture and Climate

Problem Statement 3: Students not receiving the necessary individualized intervention in a timely manner.

Root Cause 3: There is no clear, defined campus-wide RTI system for students and teachers.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Three bilingual classrooms were not being served by bilingual certified teachers.

Root Cause 4: Teachers lack the knowledge and/or skills necessary to pass their Bilingual Target Language Proficiency Test

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: CCH did not implement an effective and efficient, campus-wide RTI system

Root Cause 5: Lack of knowledge and experience with RTI.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Not all teachers implemented the district's curriculum and initiatives with fidelity.

Root Cause 6: A lot of new teachers who are new to the teaching profession and who are unfamiliar with state standards and best practices.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Not all teachers are intentional about scaffolding and differentiating instruction.

Root Cause 7: Lack of training during grade level plc and planning time that focuses on differentiating instructional strategies.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Students are not responsible for monitoring their own data.

Root Cause 8: No system that allows students to own their data.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Lack of parental involvement with our hispanic population of parents.

Root Cause 9: Effective communication strategies to notify Spanish speaking parents of all school events.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Limited leadership opportunities for students.

Root Cause 10: No time within instructional day to provide students leadership opportunities consistently.

Problem Statement 10 Areas: District Context and Organization

Problem Statement 11: Students having a voice in the decision making process and school practices.

Root Cause 11: No organization implemented to foster students having a choice in the decision making process.

Problem Statement 11 Areas: District Context and Organization

Problem Statement 12: Too many interruptions in grades 3-5 instructional minutes.

Root Cause 12: Master schedule that causes interruptions (specials/lunches) during the optimal time for learning in grade 3-5.

Problem Statement 12 Areas: District Context and Organization

Problem Statement 13: Teachers do not have a clear and accurate understanding of how technology is used to support instruction and learning

Root Cause 13: Lack of relevant and meaningful training/coaching sessions for teachers.

Problem Statement 13 Areas: Technology

Problem Statement 14: Minimum amount of parent feedback (positive and constructive) received throughout the year.

Root Cause 14: No MOY or EOY district/campus parent survey

Problem Statement 14 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Equity Data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

- TTESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data









Goals









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 achieve "approaches" in reading and mathematics on their 2018-19 STAAR test.

Evaluation Data Source(s) 1: 2018-19 STAAR summary report

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Two scheduled blocks of time will be allotted to ensure that grade-level standards are spiraled to students who did not demonstrate mastery.	2.4, 2.5, 2.6	Principal Instructional Coaches Teachers	Improved Scores on: Unit Assessments, Benchmarks, State Mandated Test				
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4							
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 2) Provide training through Melissa Leach Literacy to improve reading instruction across grade levels.	2.4, 2.5	Administrators, ELA Instructional Coach	Increase in number of students reading on grade level.				
Funding Sources: 211 - Title 1-A - 21500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 3) Implement Study Island and Exact Path to support students needing interventions.	2.4	Administrators Teachers Instructional Coaches	Decrease in achievement gaps				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:




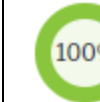


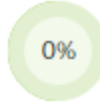

Student Achievement
Problem Statement 1: Students not receiving the necessary individualized intervention in a timely manner. Root Cause 1: There is no clear, defined campus-wide RTI system for students and teachers.
Staff Quality, Recruitment, and Retention
Problem Statement 2: CCH did not implement an effective and efficient, campus-wide RTI system Root Cause 2: Lack of knowledge and experience with RTI.
Curriculum, Instruction, and Assessment
Problem Statement 4: Not all teachers are intentional about scaffolding and differentiating instruction. Root Cause 4: Lack of training during grade level plc and planning time that focuses on differentiating instructional strategies.

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

Performance Objective 2: In all subjects, there will be a 10% increase in the number of students who meet and masters grade level curriculum on the 2018-19 STAAR assessment.

Evaluation Data Source(s) 2: 2018-19 STAAR summary Report (All Subjects Report)

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) After all campus and district assessments, teachers will attend a data meeting. During the data meeting, teachers will follow a protocol that requires for them to disaggregate, analyze, and record their student data. Also, teacher will collaborate with their peers and instructional coaches to develop an action plan of intervention during this meeting. (Data Meeting Form)	2.4, 2.6	Admin Instructional Coaches Teachers	10% increase in number of students who meet and masters their respective grade level curriculum in grades 3-5.				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 4							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Students not receiving the necessary individualized intervention in a timely manner. Root Cause 1: There is no clear, defined campus-wide RTI system for students and teachers.
Curriculum, Instruction, and Assessment
Problem Statement 4: Not all teachers are intentional about scaffolding and differentiating instruction. Root Cause 4: Lack of training during grade level plc and planning time that focuses on differentiating instructional strategies.

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

Performance Objective 3: 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: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) CCH will have an effective and efficient RTI process that address student reading and math skills.</p> <p>Instructional Coaches will lead PD on best instructional practices, district initiatives, and purchased reading/ math resources.</p>	2.4, 2.6	M. Witham A. Williams E. Burns Teachers Instructional Coaches	Students' MAP Growth Report will show student growth.				
Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 3							
<p>TEA Priorities Build a foundation of reading and math</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Implement Reading Eggs in conjunction with MAP for primary grades to provide intervention for at-risk students.</p>	2.4	Administrators, ELA Instructional Coach, Teachers	Increase in number of students showing academic growth				
Funding Sources: 211 - Title 1-A - 7000.00							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Implementation of items discussed in meetings Root Cause 2: Inconsistency in best practice and good instruction.




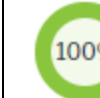




Staff Quality, Recruitment, and Retention
Problem Statement 2: CCH did not implement an effective and efficient, campus-wide RTI system Root Cause 2: Lack of knowledge and experience with RTI.
Curriculum, Instruction, and Assessment
Problem Statement 1: Not all teachers implemented the district's curriculum and initiatives with fidelity. Root Cause 1: A lot of new teachers who are new to the teaching profession and who are unfamiliar with state standards and best practices.
Problem Statement 3: Students are not responsible for monitoring their own data. Root Cause 3: No system that allows students to own their data.

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

Performance Objective 4: 70% percent of students in grades 3-5 will meet the "approaches" standard in the area of math and reading on the first 2018 benchmark assessment.

Evaluation Data Source(s) 4: BM1

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Data Meetings New Master Schedule (45 min of RTI time, Tues-Fri) Uninterrupted block of learning	2.4, 2.5, 2.6	Burns instructional coaches teachers	Academic improvement in math and reading-All students 3-5				
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 3							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 4 Problem Statements:





Student Achievement
Problem Statement 1: Students not receiving the necessary individualized intervention in a timely manner. Root Cause 1: There is no clear, defined campus-wide RTI system for students and teachers.
Staff Quality, Recruitment, and Retention
Problem Statement 2: CCH did not implement an effective and efficient, campus-wide RTI system Root Cause 2: Lack of knowledge and experience with RTI.
Curriculum, Instruction, and Assessment
Problem Statement 4: Not all teachers are intentional about scaffolding and differentiating instruction. Root Cause 4: Lack of training during grade level plc and planning time that focuses on differentiating instructional strategies.
School Context and Organization
Problem Statement 3: Too many interruptions in grades 3-5 instructional minutes. Root Cause 3: Master schedule that causes interruptions (specials/lunches) during the optimal time for learning in grade 3-5.


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

Performance Objective 1: In the 2018-19 school year, there will be less than 7 parental complaints submitted to the campus administrators regarding the lack of two-way communication between parent-teacher-school officials.


Evaluation Data Source(s) 1: A spreadsheet that reflects the number of parental complaints submitted to campus administrators.

Summative Evaluation 1: Met Performance Objective


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) A stakeholder feedback board will be placed in the cafeteria. The feedback board will give all stakeholders an opportunity to share their feedback and concerns.	3.1, 3.2	Leadership Team	School climate and parental involvement.				
Problem Statements: Parent and Community Engagement 2							




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:









Parent and Community Engagement
Problem Statement 2: Minimum amount of parent feedback (positive and constructive) received throughout the year. Root Cause 2: No MOY or EOY district/campus parent survey

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 EOY parent survey, at least 90% of parent responders will say CCH participates in effective, regular, two-way, and meaningful communication involving student academic learning and school activities.

Evaluation Data Source(s) 2: EOY Parent Survey

Summative Evaluation 2: No progress made toward meeting Performance Objective









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) 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)	3.1, 3.2	Teachers Admin	School Climate and Parental Involvement.				
<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 3: From Sept 2018-May 2019, CCH will host one parent involvement/volunteer meeting each month.

Evaluation Data Source(s) 3: Sign in Sheet

Summative Evaluation 3: No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) CCH will host a parent meeting each month. During this meeting, parent will receive information about upcoming events and ways they can become more involved in the school setting.</p>	3.1, 3.2	Lisa Buell Principal	School Climate and an increase in the amount of parent who are actively involved in the school setting. Active PTO in 19-20 school year.				
<p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: 211 - Title 1-A - 500.00</p>							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 3 Problem Statements:









Parent and Community Engagement
Problem Statement 1: Lack of parental involvement with our hispanic population of parents. Root Cause 1: Effective communication strategies to notify Spanish speaking parents of all school events.

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

Performance Objective 1: Before the end of the first 9 weeks, all homeroom teachers at CCH will receive training and begin conducting regularly scheduled meeting with the campus RTI coordinator to discuss RTI tiered students.

Evaluation Data Source(s) 1: Tier II and III meeting agendas, notes, and sign in sheets with date and times presented.

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Shared campus RTI schedule for each grade level. Mandatory RTI training for all homeroom teachers. Shared sign in sheets, agendas, and meeting minutes. (coordinator, teachers, admin)	2.4, 2.6	RTI coordinator Principal Teachers	Increase in academic growth in all TII and TIII students. (MAP Data) Closing achievement gaps of TII and TIII students.				
Problem Statements: Student Achievement 1							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 1 Problem Statements:




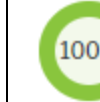




Student Achievement
Problem Statement 1: Students not receiving the necessary individualized intervention in a timely manner. Root Cause 1: There is no clear, defined campus-wide RTI system for students and teachers.

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

Performance Objective 2: By the end of the year, teachers in grades K-5 will receive professional development training to assist them with reading, math and/or science instruction in order to increase student performance.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Met Performance Objective









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide trainings to improve reading, math and/or science instruction through the following: 1. Melissa Leach Literacy 2. Lead4Ward 3. Solution Tree (RtI, PLC, Math at Work) 4. Edmentum (Study Island, Exact Path, Reading Eggs) 5. NWEA MAP 6. ESC 6 7. District Coordinators (Math - DMR, Science-StemSCOPE, 5E Model, Planetarium, Bilingual/ELL-Sheltered Instruction)	2.4, 2.5	Administrators, District Coordinators, Instructional Coaches, Teachers	Lessons reflect learning and implementation which results in improved student growth and decrease in achievement gap				
Funding Sources: 211 - Title 1-A - 6000.00							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 3: By the end of the 2018-19 school year, 100% of all bilingual teachers will be highly certified in their content area.

Evaluation Data Source(s) 3: TEA certification report.

Summative Evaluation 3: No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 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.				
Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Title III - 500.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

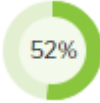







Staff Quality, Recruitment, and Retention
Problem Statement 1: Three bilingual classrooms were not being served by bilingual certified teachers. Root Cause 1: Teachers lack the knowledge and/or skills necessary to pass their Bilingual Target Language Proficiency Test

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: Exceeded Performance Objective









Strategy Description	ELEMENTS	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 2018-19 school year, CCH will show a 5% reduction in ISS placement and 10% decrease in the number of students assigned OSS compared to the 17-18 school year.

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Implement PBIS strategies campus wide Who am I folders for 3-5 students. Who am I folder Tracking forms *Behavior, academics, student achievement goals. Guidance lessons Second Step Morning Meetings	2.6	M. Witham A. Williams K. Murray PBIS Team E. Burns Teachers	Decrease in discipline referrals and infractions.				
Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 3 Funding Sources: 199 - General Fund - 2000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:









School Culture and Climate
Problem Statement 1: Physical altercations between students and classroom disruption Root Cause 1: Students are seeking attention from their peers.
Curriculum, Instruction, and Assessment
Problem Statement 3: Students are not responsible for monitoring their own data. Root Cause 3: No system that allows students to own their data.

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

Performance Objective 1: More than 95% of all staff will reflect that they were empowered and valued during school year on the 18-19 EOY campus survey.

Evaluation Data Source(s) 1: EOY Campus Survey

Summative Evaluation 1: Significant progress made toward meeting Performance Objective









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 CSF 7 1) Teacher Led Planning and PLC Constructive Feedback Box Teacher led Staff Meetings/PD Birthday recognition Monthly Gift Brag Tags		Sunshine Committee Admin Counselor Instructional Coaches	Increase teacher retention rate	 1%	 60%	 75%	 100%
<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 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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Student News/Announcements Hallway Monitors/Door Greeters Character Cafe Enrichment Block (Readers Theater/Maker Space) Student Clubs and Organizations Student Panel Mad Science Night Integration of Technology in Classroom	2.6	Teachers Instructional Coaches Administrators	Improve school climate as seen on the 3-5 student survey and 4th and 5th grade student panel.				
Problem Statements: Curriculum, Instruction, and Assessment 3 - School Context and Organization 1, 2 - Technology 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 3: Students are not responsible for monitoring their own data. Root Cause 3: No system that allows students to own their data.

School Context and Organization
Problem Statement 1: Limited leadership opportunities for students. Root Cause 1: No time within instructional day to provide students leadership opportunities consistently.
Problem Statement 2: Students having a voice in the decision making process and school practices. Root Cause 2: No organization implemented to foster students having a choice in the decision making process.

Technology
Problem Statement 1: Teachers do not have a clear and accurate understanding of how technology is used to support instruction and learning Root Cause 1: Lack of relevant and meaningful training/coaching sessions for teachers.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Two scheduled blocks of time will be allotted to ensure that grade-level standards are spiraled to students who did not demonstrate mastery.
1	1	2	Provide training through Melissa Leach Literacy to improve reading instruction across grade levels.
1	1	3	Implement Study Island and Exact Path to support students needing interventions.
1	2	1	After all campus and district assessments, teachers will attend a data meeting. During the data meeting, teachers will follow a protocol that requires for them to disaggregate, analyze, and record their student data. Also, teacher will collaborate with their peers and instructional coaches to develop an action plan of intervention during this meeting. (Data Meeting Form)
1	3	2	Implement Reading Eggs in conjunction with MAP for primary grades to provide intervention for at-risk students.
3	2	1	Provide trainings to improve reading, math and/or science instruction through the following: 1. Melissa Leach Literacy 2. Lead4Ward 3. Solution Tree (RtI, PLC, Math at Work) 4. Edmentum (Study Island, Exact Path, Reading Eggs) 5. NWEA MAP 6. ESC 6 7. District Coordinators (Math - DMR, Science-StemSCOPE, 5E Model, Planetarium, Bilingual/ELL-Sheltered Instruction)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bradley Persinger	Technology Innovation Coach	Title I	100
Karen Novak	Instructional coach	Title I	100
Kimberly Truett	Instructional Coach	Title I	100

2018-2019 Campus Improvement Team

Committee Role	Name	Position
Business Representative	Brittany Castellon	Realitor/Community Partners Network
Administrator	Anthony Williams	assistant principal
Administrator	Eric Burns	principal
Non-classroom Professional	Karen Novak	
Non-classroom Professional	Kim Truett	
Non-classroom Professional	Michelle Witham	
Parent	kasie Wyland	
Community Representative	Ben Blair	
Classroom Teacher	Melissa Davila	
Classroom Teacher	Liz Stott	
District-level Professional	Frida Bond	
Classroom Teacher	Jennifer Defrancisco	
Classroom Teacher	Roselynn Kizzie	
Classroom Teacher	Desiree DeFrance	
Classroom Teacher	LaToya Arnold	

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Incentives and Prizes		\$1,000.00
5	1	1	Snow Cones and Popcorn Machine for Student Celebrations		\$1,000.00
Sub-Total					\$2,000.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Training		\$1,500.00
1	1	2	Reading materials and resources		\$20,000.00
1	3	2	Reading Eggs program		\$7,000.00
2	3	1	Refreshments for attendees		\$500.00
3	2	1	Trainings		\$6,000.00
Sub-Total					\$35,000.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Professional Development		\$500.00
Sub-Total					\$500.00
Grand Total					\$37,500.00

Willis Independent School District

Turner Elementary

2018-2019

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

The mission of A. R. Turner Elementary is committed to providing a safe and enriching environment that encourages teamwork and empowers children to be responsible and productive learners.

Vision

Our vision is to encourage children to be responsible and productive in the learning environment and community. As educators, we are committed to promoting such qualities through literacy, problem-solving, and independent thinking.

Core Beliefs

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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Comprehensive Needs Assessment

Revised/Approved: September 01, 2018

Needs Assessment Overview

An examination of campus STAAR scores, primary DRA scores, and CA scores reflect a need for targeted instruction for struggling students in both reading and writing in our primary grades, but indicate significant growth in our intermediate grades. With the rigor of the STAAR tests, we know that we must continue to raise the bar in our academic expectations and build on students' strengths to raise the level of academic achievement in all subject areas. We will continue to prepare all of our students and work towards closing the achievement gap with our targeted groups. We will continue to meet weekly in professional learning communities to discuss student needs, analyze data, create action plans, and grow professionally with one another. Based on teacher feedback, we are implementing more technology to meet the needs of all students and provide remediation for other students. We are also determined to meet the needs of our Special Education students. Through support facilitation, we are meeting those needs and provide valuable services to help all students be successful. We will also continue to implement school-wide strategies that are included throughout this plan that provide opportunities for all students to meet the state standards, campus goals, and community expectations.

Demographics

Demographics Summary

Turner is more than a school. It is a family of learners who grow together every day. Academics are important to us, but we realize that our students are so much more than their scores on a test. We strive to be a student-centered campus where challenges are viewed as an opportunity for growth, and where relationships matter.

Campus Size 772 Students

African American	4.29%
Hispanic	22.44%
White	67.87%
Asian	1.80%
Native American	.42%
Two or More Races	3.19%
At-Risk	34.21%
Economically Disadvantaged	36.15%
Limited English Proficiency	5.12%

Student Academic Achievement

Student Academic Achievement Summary

Turner Elementary earned five distinctions this year from TEA...

- **Academic Achievement in English/Language Arts**
- **Academic Achievement in Mathematics**
- **Top 25% Comparative Academic Growth**
- **Top 25% Comparative Closing Gaps**
- **Post Secondary Readiness**

We showed gains in 7 out of 8 academic areas in 3rd, 4th, and 5th grades based on 2018 STAAR results. The percentage of students receiving Mastered on the 2018 STAAR increased in 4th and 5th-grade levels.

Student Academic Achievement Strengths

- **Turner Elementary MET STANDARD for the 2017-2018 school year.**
- **Five TEA Distinctions**
- **STAAR scores showed achievement in math overall...3rd(93%) and 5th(99%).**
- **STAAR scores showed achievement in reading overall...3rd(91%), 4th(84%), and 5th(85%).**
- **STAAR scores showed achievement in writing overall...(77%).**
- **STAAR scores showed achievement in science overall...(85%).**
- **Student increase in Level III: Mastered in 4th grade reading (36%%) and writing (13%) as well as 5th grade math (53%).**

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Fourth grade writing STAAR scores have been unpredictable the last three years with percentages fluctuating between 85% (2016) to 71% (2017) and then back to 77% in 2018. **Root Cause:** Accountability across all grade levels has not been consistent.

School Processes & Programs

School Processes & Programs Summary

Instruction is first and foremost at Turner Elementary. Collaboration meetings and lesson planning sessions are scheduled weekly with grade level teachers and instructional coaches. Instructional resources are available on campus to help teach content and provide engagement opportunities for students. Campus staff development is planned and prepared to assist teachers with upcoming standards as well as provide additional activities to help extend our teaching standards. Our campus participates in Destination Imagination, LEGO-Robotics, Science Club, and Choir to encourage learning outside the classroom. We also host Kats for Christ and several opportunities for families to be involved with our school.

Perceptions

Perceptions Summary

Turner Elementary truly asks the question, "What's best for kids?" on a daily basis. We think about student need and student success, and then we make a plan for implementing strategies and deciding responsibility for our campus. While instruction will always be a priority, we also feel it's necessary to recognize kindness, encourage positive friendships, and teach tolerance. As the Turner Tribe, we will continue to teach our students to have kind hearts, brave spirits, and fierce minds, but we are also encouraging our community to "Believe There Is Good In The World" and to "Be the Good!"

Priority Problem Statements

Problem Statement 1: Fourth grade writing STAAR scores have been unpredictable the last three years with percentages fluctuating between 85% (2016) to 71% (2017) and then back to 77% in 2018.

Root Cause 1: Accountability across all grade levels has not been consistent.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Goals













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














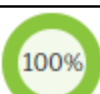
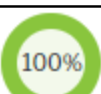
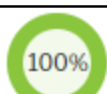

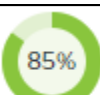
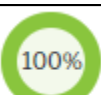
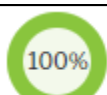


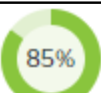





Performance Objective 1: Turner Elementary students will achieve 85% mastery on their grade level assessments in reading and meet or exceed the state average on 2019 STAAR as well as at least 30% attaining Level III: Mastered.

Evaluation Data Source(s) 1: Impact will be determined by the percentage of students scoring 85% or better on the STAAR assessment.

OBJECTIVE PROGRESS: STAAR reading scores indicate more than 85% met standard in 3rd grade (86%) , 4th grade (87%), and 5th grade (94%). All three grade levels had more than 30% achieve Masters: 3rd (37%), 4th (33%), 5th (37%). Turner Elementary students exceeded state average on 3rd, 4th, and 5th grade Reading STAAR.

Summative Evaluation 1: Exceeded 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, IFD, and Strategic 6. 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 all core areas...Ed Camp, Leach Literacy PD, focused writing activities, etc...	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 assessments.	Administrators, Coaches, Team Leaders, Teachers	Improved progress monitoring will promote data driven instruction.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) RTI meetings will be held monthly for Tier II students and weekly for Tier III students in order to target those needing intervention.	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				
6) Technology will be increased by providing teachers with more technology such as Chrome books and Ipads...These items will assist implementation of Study Island, Exact Path, and MyOn.	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 at least two schoolwide academic-based Family Nights for both math/reading and science night.	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.	Administrators	Increase in academic growth of students on assessments and in meeting IEP Goals.				
9) Implement Study Island in grade levels after MAP screeners to increase student RIT scores.	Teachers, Admin.	Student growth in content areas				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						










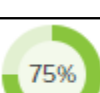




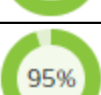

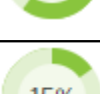


Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

























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 2019 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: STAAR math scores indicate more than 88% met standard in 3rd grade (89%), 4th grade (95%), and 5th grade (98%). Two grade levels had more than 40% achieve Masters: 4th grade (46%) and 5th grade (66%). However, only 24% of 3rd grade achieved Masters. Turner Elementary students exceeded state average on 3rd, 4th, and 5th grade Math STAAR.

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
1) Lesson plans to reflect focused instruction aligned with TEKS, district pacing guide, Balanced Math Model, and Strategic 6.	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 in all core areas...Resources include Marcy Cook and Greg Tang.	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) RTI meetings will be held monthly for Tier II students and weekly for Tier III students in order to target those needing intervention.	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				

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 technology such as Chrome books to help with implementation of Study Island and Exact Path.	Administrator, ICoach, Tech Dept.	All classrooms are equipped with appropriate technology to meet the needs of the classroom as well as increase engaging instruction.				
7) Instructional materials such as manipulatives and math literacy will continue to be purchased to add instructional materials to the Math Lab.	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 at least two schoolwide academic-based Family Nights for both math/reading and science nights.	Administrators, Committee Chairs	Increase in student and parent involvement as well as educate parents about learning expectations.				
9) Implement Study Island 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 2019 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: STAAR writing scores indicate 86% met standard in writing and only 14% achieved Masters. However, Turner Elementary students improved from last year's percentage (77%) and exceeded state average on 4th grade Writing STAAR.

Summative Evaluation 3: Significant 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, IFD, Lucy Calkins, and Strategic 6. Other writing resources will be utilized as well...Nancy Atwell, Jeff Anderson, etc...Literacy coach will specifically plan writing with all grade levels weekly in order to be intentional about the needs of writing.	Administrators, Campus Coaches, and Teachers	Improved planning and instruction will lead to student growth and performance.				
Problem Statements: Student Achievement 1						
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.				
Problem Statements: Student Achievement 1						
3) Develop and provide diagnostic tools to assess student achievement. Grade levels will assess writing instruction using rubrics and common assessments.	Administrators, Coaches, Team Leaders, and Teachers	Improved progress monitoring provides data driven instruction.				
Problem Statements: Student Achievement 1						
4) RTI meetings will be held for Tier 2 students monthly and weekly for Tier 3 students to target students in need of intervention.	Administrators, Campus Coaches, Teachers, and Counselor	Reduced number of academically fragile students				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Create STAAR Learning Summit 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 decrease performance gap				
6) Technology will be increased by providing teachers with more technology such as Chromebooks.	Administrator, ICoach, Tech Dept.	All classrooms are equipped with appropriate technology to meet the needs of the classroom as well as provide engaging instruction.				
7) 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.				
8) Implement Study Island in grade levels after MAP screeners to increase student RIT scores.	Teachers, Admin.	Student growth in content areas				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Fourth grade writing STAAR scores have been unpredictable the last three years with percentages fluctuating between 85% (2016) to 71% (2017) and then back to 77% in 2018. Root Cause 1: Accountability across all grade levels has not been consistent.










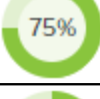













Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.


















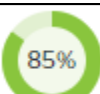
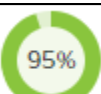









Performance Objective 4: Turner Elementary students will achieve 82% mastery on their grade level assessments in science and meet or exceed the state average on 2019 STAAR as well as at least 25% attaining Level III:Mastered.

Evaluation Data Source(s) 4: Impact will be determined by the percentage of students scoring 85% or better on the STAAR assessment.

OBJECTIVE PROGRESS: STAAR scores indicate 81% met standard in science and 26% achieved Masters. Turner Elementary students exceeded state average on 5th grade Science STAAR.

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) Lesson plans to reflect focused instruction aligned with TEKS, district pacing guide, IFD, STEMscopes and Strategic 6. Science lab will be utilized for hands-on science experiments.	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 all core areas.	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.	Administrators, Coaches, Team Leaders	Improved progress monitoring will provide data driven instruction.				
4) At-Risk meetings will be held through PLC meetings to target students with special needs.	Administrators, Staff	Reduced number of academically fragile students				
5) Create STAAR Academies for targeted 3rd-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) Tutorials during the instructional day for all students at-risk based on grades.	Administrators, Teachers	Progress monitoring reports show improved student performance				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Technology will be increased by providing teachers with appropriate technology for engagement.	Administrator, ICoach, Tech Dept.	All classrooms are equipped with appropriate technology to meet the needs of the classroom.				
8) Plan and host schoolwide academic-based Family Nights for both math/science.	Administrators, Committee Chairs	Increase in student and parent involvement as well as community - EXXONMobil Science Ambassador Program.				
9) 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.				
10) 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.				
11) Implement Study Island in grade levels after MAP screeners to increase student RIT scores.	Teachers, Admin.	Student growth in content areas				
12) 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: In addition to our family nights, Open House, and family breakfasts, Turner Elementary will achieve 10% growth in participation of schoolwide activities involving student learning by implementing two additional parent information nights during the 2018-2019 school year.

Evaluation Data Source(s) 1: Impact will be evaluated by 10% increase of parental involvement in school wide activities on sign in sheets.

OBJECTIVE PROGRESS: Parent Involvement remained around the same as parent involvement activities continued to be offered at our campus...Book Fairs, Reading/Math/Science Night, Muffins with Mom, Donuts with Dad, and Goodies with Grandparents were continued events added to the school year along with Music programs, Fall Festival, and additional STAAR Information Night. There is always a strong interest in PTO membership and WatchDOG membership at the beginning of the year; however, consistency as active participants remained the same.

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 Meet the Teacher night, Open House, grade level music programs and academic pep rallies, PTO meetings, WatchDOG rallies, family nights, and all parent involvement activities throughout the year. Call outs and website will be utilized for publicity.	Administrators, Staff, PTO Board	Programs, Calendar, Raptor and Sign in sheets indicate increase in parent attendance and involvement				
2) Special Events: Grandparent's Day, Jump Rope for Heart, Turkey Trot, Reindeer Run, Field Day, and Fall Festival.	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				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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 Fair to reinforce basic skills and provide a forum for curricular enrichment.	Administrators, Staff	Increased participation				
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) Plan and host at least two additional school-wide academic-based Family Nights...One addressing Kindergarten expectations and another addressing the format of STAAR assessments.	Administrators, Committee Chairs, Campus Instructional Coaches	Increase in attendance for Family Nights				
10) Conduct Parent Surveys to gain feedback on academics, climate, communication, environment, and child safety	Administrators	At least 80% of surveys are returned with feedback				
11) Administrators will contact at least 300 parents to give positive praise to individual students.	Administrators, Counselor	Increase positive parent rapport to keep lines of communication open.				
12) Turner Elementary will continue to promote post-secondary opportunities with College T-Shirt on Mondays for teachers, students, parents and community.	Administrator, Counselor					
 = 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 2018-2019 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: a. Provide mentors for new teachers b. Provide professional growth opportunities	Administrators	Feedback from new teachers and returning staff demonstrates success				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						














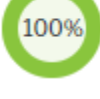
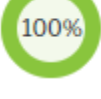

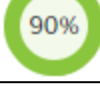


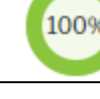
Goal 3: All staff will be prepared to support student achievement.









Performance Objective 2: At least five additional professional development sessions (balanced literacy, reading intervention, and writing) will be planned for Turner Elementary for the 2018-2019 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. Several sessions were attended by staff in regards to writing, hands-on activities using Marcy Cook activities, using technology during instruction, and guided reading. State ELA scores improved in 4th and 5th grades this school year.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Further training on Balanced Literacy to organize classroom instruction and answer questions about moving students level to level in DRA using Fountas and Pinnell-2nd edition as a model as well as professional development with Leach Literacy.	Administration, Reading Coach	More students on grade level or beyond grade level reading according to DRA				
2) Further training on teaching writing...writing process, revising and editing, and craft of writing using many resources. Book study on Fountas and Pinnell-Guiding Readers and Writers	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, Math Coach, Teachers	Lesson Planning Science Instruction				
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				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Attend NWEA training and implement MAP data and records into PLC to plan for intervention and student growth.	Administration, Instructional Coaches					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						




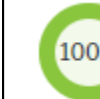








Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of funding decisions made by the campus will be prioritized by campus initiatives during the 2018-2019 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 2018-2019 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 2018-2019 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, Popcorn Posse, 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 CHAMPS 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				
 = 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 2018-2019 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 2nd six weeks. Attendance never fell below 95%.

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) A.R. 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 A.R. Turner attendance rate. Letters send 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				
Funding Sources: 199 - General Fund - 300.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						


















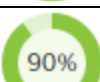
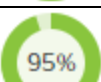


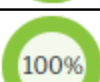
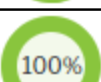





Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 3: Staff morale and culture will be a focus during the 2018-2019 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...hot dogs and Bingo, Tailgate Party during Homecoming, Runaway Pumpkin, Elf on a Shelf, Spring Fun	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 will be scheduled at least 4 times per year. FUN Committee and retired teachers (STAR) will organize a pot luck lunches for all staff.	Committee Chairperson	Sign up sheets for pot luck lunches by staff has increased.				
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				
6) 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.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3	Ice Cream		\$300.00
Sub-Total					\$300.00
Grand Total					\$300.00

Willis Independent School District

Cannan Elementary

2018-2019

Accountability Rating: Met Standard

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



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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Comprehensive Needs Assessment

Needs Assessment Overview

Edward B Cannan Elementary School opened in 1999. Many challenges here at Cannan have been addressed using the data collected from our needs assessment. The data used for the needs assessment is an accumulation of student performance on STAAR, TELPAS, TPRI, DRA, Universal Screeners, RTI, attendance, discipline reports and parent surveys. The campus plan was made with the help of the campus team leaders and CEIC members.

Parent involvement is something that is a vital part of Cannan's success. Volunteer opportunities are integrated into many of the programs that are offered or occur at Cannan. Some of the opportunities are Grade Level Parent Meetings to review homework and strategies for success, Family Reading Night, Family STAAR Night, PTO meetings, fundraisers, Fall Festival, Grandparent's Day, Science Club monthly meetings, Field Days, Teacher Appreciation Week, PE Activities, Choir performances, Watch D.O.G.S. Program, Cannan M.O.M.S. program and Cannan's participation in Texas

Go! Eat! Grow!. We use Monday folders, the electronic marquee, campus and teacher webpages, School Reach, and the district app to keep all parents and guardians informed.

Edward B. Cannan Elementary School will continue to develop a positive climate throughout the school year with counselor's character building lessons, drug awareness week (Red Ribbon Week), academic recognition, and Fall Festival and Accelerated Reader recognition.

The student attendance goal for the 2017-2018 school year is 97.2%. Cannan Elementary School will continue to focus on student attendance and staying at school for the full day of instruction through the use of attendance incentive programs and the visual representation of daily attendance on our attendance bulletin board.

Demographics

Demographics Summary

Cannan Elementary School ended the 2017-2018 year with 703 students in grade Pre-Kindergarten through 5th.

- 70.6% Economically Disadvantaged
- 38.8% English Language Learners
- 53% Hispanic
- 42% Caucasian
- 2% African American
- .1% Asian
- 2.5% Multi-Racial
- 14% Mobility Rate

Demographics Strengths

Our Demographic strengths at Cannan are many. The 2018 STAAR Results reflect student growth from the 2016-2017 school year:

STAAR and STAAR Spanish COMBINED (Approaches):

3rd Grade Reading (2016): 55% 3rd Grade Reading (2017): 66%

3rd Grade Math (2016): 62% 3rd Grade Math (2017): 70%

4th Grade Reading (2016): 62% 4th Grade Reading (2017): 64%

4th Grade Math (2016): 72% 4th Grade Math (2017): 72%

4th Grade Writing (2016): 55% 4th Grade Writing (2017): 63%

5th Grade Reading (2016): 79% 5th Grade Reading (2017): 75%

5th Grade Math (2016):92% 5th Grade Math (2017): 93%

5th Grade Science (2016): 77% 5th Grade Science (2017): 73%

Cannan students continue to make progress in both the English and Spanish STAAR tests.

Problem Statements Identifying Demographics Needs

Problem Statement 1: LEP students are struggling with meeting standard in the area of Reading- analyzing informational texts **Root Cause:** Students were not strategically grouped according to English proficiency levels to ensure targeted reading instruction/intervention.

Student Achievement

Student Achievement Summary

The 2017-2018 STAAR Results reflect student growth from the 2016-2017 school year:

STAAR and STAAR Spanish COMBINED (Approaches):

3rd Grade Reading (2016): 55% 3rd Grade Reading (2017): 66%

3rd Grade Math (2016): 62% 3rd Grade Math (2017): 70%

4th Grade Reading (2016): 62% 4th Grade Reading (2017): 64%

4th Grade Math (2016): 72% 4th Grade Math (2017): 72%

4th Grade Writing (2016): 55% 4th Grade Writing (2017): 63%

5th Grade Reading (2016): 79% 5th Grade Reading (2017): 75%

5th Grade Math (2016): 92% 5th Grade Math (2017): 93%

5th Grade Science (2016): 77% 5th Grade Science (2017): 73%

Cannan students continue to make progress in both the English and Spanish STAAR tests.

Student Achievement Strengths

Reviewing student progress longitudinally, Cannan students continue to make academic through the grade levels.

*In 2017, 61% of 3rd grade students achieved "Approaches" on STAAR Reading. In 2018, 71% of the same group of students achieved "Approaches." A **10 point growth over the year.**

*In 2017, 66% of 3rd grade students achieved "Approaches" on STAAR Math, In 2018, 71% of the same group of students achieved "Approaches." This is a 5 point growth over the year.

*In 2017, 61% of 4th grade students achieved "Approaches" on STAAR Reading, In 2018, 67%%of the same group of students achieved "Approaches." This is a 6 point growth over the year.

*In 2017, 55% of 4th grade students achieved "Approaches" on STAAR Writing, In 2018, 67% of 4th grade students achieved "Approaches." This is a 12 point growth over the year.

Growth was maintained in other areas of student achievement as well from 2017-2018.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 4th Grade STAAR Reading scores are below 70%. **Root Cause:** Insufficient reading comprehension strategies K-3rd.

Problem Statement 2: 4th Grade Writing scores are below 70% **Root Cause:** Lack of focus on editing/revision and grammar in K-3rd grade.

School Culture and Climate

School Culture and Climate Summary

Our Cannan CEIC met March 9, 2018, May 29, and May 31st to complete our comprehensive school needs assessment. School culture and climate will continue to be addressed by creating a positive theme that supports student and staff growth and success. The theme will be utilized throughout the year as a fundamental part of Cannan Elementary School. The theme for the upcoming 2018-2019 school year is "Today, Readers, Tomorrow, Leaders." The foundation has been laid for building up students and staff at Cannan. This year, we are moving to the next level of excellence as we make adjustments for targeted success in the area of reading. "Today, Readers, Tomorrow, Leaders" is an extension of our overriding focus to make gains in reading achievement for all students.

School Culture and Climate Strengths

A previous staff interview during the summer of 2016 indicated that teachers believed Cannan's greatest strength was how well teachers and staff worked together along with the family atmosphere on campus. The needs assessment for school culture and climate was extended in 2017 to include community representation in the form of our parent-teacher organization- PTO. Some strengths that were shared from PTO were positive school climate as well as improved communication between home and school.

To address the need for Cannan's various subgroups to connect to the school culture, which was a focus in 2017-2018, we set a goal to further improve our campus climate through the introduction of various clubs and activities such as Student Council, Elementary Honor Society, Destination Imagination, and Hispanic Heritage Club. This year our school culture and climate needs assessment process began with a survey during our campus improvement committee meetings. Our staff and community members answered a survey regarding school culture and climate. The following questions were asked:

1. How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc?
2. What strategies are in place to reduce the threat of bullying?
3. Are effective procedures in place to promote safety? Do students feel safe? How do we know?
4. Are disciplinary policies and practices proactive or reactive? Why? What areas specifically need to be addressed?
5. Do campus activities promote widespread student participation? Are they inclusive or exclusive?

Based on the responses we received from the survey, it is evident that a school wide systematic approach to behavior management is needed. We will launch our PBIS program to address this issue in the 2018-2019 school year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Campus behavior expectations between students in K-2nd and 3rd-5th appear to be different, which has led to more frequent discipline incidents within grades 3rd-5th. **Root Cause:** School wide behavior expectations have been inconsistent and unenforced.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The highest quality staff is a direct correlation to student achievement. Cannan Elementary will seek and keep highly qualified teachers that bring a love of life long learning to every classroom. Administration will retain those teachers by creating a positive work environment. Teachers will receive positive feedback and appreciation items throughout the year.

Staff Quality, Recruitment, and Retention Strengths

For the 2018-2019 school year, we have selected several classes in K-2nd to loop up with their teacher to provide more effective, consist instruction. We began this process with one class in 2017-2018- a class of 2nd graders to loop up with their teacher in 3rd grade. Based on data from benchmarks and common assessments, this group of students made significant gains reading and math. The teacher was also able to make positive contact with parents from the beginning of the school year since she was already familiar with the parents. We plan to loop students up with their teacher in several other K-2nd grade classes this year.

To address issues in our English Language Learners' acquisition of the English language, our bilingual teacher team met to address class scheduling for next year. Teachers have worked on class lists of bilingual classes to be more targeted with groups of students who are ready to transition into English. We have also paired our bilingual teachers according to strengths to ensure all of our bilingual students are making progress in English acquisition. We have worked hard to ensure most, if not all, teachers are in the grade level and subject area they feel most knowledgeable teaching.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Bilingual students are struggling with making gains on STAAR Reading and Writing **Root Cause:** Students class groupings are not in relation to their strength/weakness in English language acquisition.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

During the summer of 2017, our teacher leaders and administration attended the TEKS Resource conference in San Antonio. During the conference, we received training on how to use the TEKS Resource system to develop lessons and assessments that are aligned to the depth and complexity of our current TEKS. Our teacher leaders and administrative team returned from the conference to train our staff on how to use the system. TEKS Resource is our reference for our instructional focus guides, year at a glance documents, and structures for lesson planning. The TEKS Resource Assessment creator is now used to create common assessments within grade level teams to ensure students are being monitored and assessed in the same way. Our PLC meetings focus on disaggregating of common assessment student data assessments to plan how to address SE's that need focus. Our Literacy and Math Coaches assist teachers in daily instruction daily and help provide guidance in implementing balanced literacy and balanced math. Balanced literacy and balanced math are core parts of instruction in every classroom. Emphasis on science instruction through hands on lab activities is our focus for as well.

For the 2018-2019 school year, MAPS assessment will be implemented to provide targeted data of student achievement. Teachers will use the data from MAPS to create intervention plans and intervention groups to close gaps in student achievement.

Curriculum, Instruction, and Assessment Strengths

- LLI Intervention time is structured into the daily schedule at Cannan. For the 2018-2019 school year, Tier 3 intervention groups will be expanded during Connect Time.
- PLC time is structured to review student data and devise a structured intervention plan and time.
- Tier III interventions occur on a regular basis after students are identified through the universal screeners and DRA levels.
- Teacher planning time is consistent on a weekly basis with instructional coaches and administrators a part of the planning dialogue.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Tier 2 intervention in reading and math using common assessment data is not implemented on a daily basis to help students understand currently taught concepts. **Root Cause:** Failure of teachers to plan as a team to share students in Tier 2 interventions. based on common assessment unit data.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent involvement is something that is a vital part of Cannan's success. Volunteer opportunities are integrated into many of the programs that are offered or occur at Cannan. Some of the opportunities are Grade Level Parent Nights, Family Reading Nights, Family STAAR Nights, PTO meetings, fundraisers, Fall Festival, Grandparent's Day, Science Club monthly meetings, Field Days, Teacher Appreciation Week, PE Activities, Choir performances, and Watch D.O.G.S. Program/Cannan M.O.M.S. Program. We use Monday folders, the electronic marquee, campus and teacher webpages, and the district app to keep all parents and guardians informed.

Parent and Community Engagement Strengths

Cannan has a functioning and involved PTO. Our PTO had a strong showing at Meet the Teacher to sign parents up for PTO along with communication portals such as PTO Facebook and Twitter. For 2017, we focused on increasing parent involvement from our bilingual community. One of our bilingual teachers served as our bilingual parent-teacher liaison who communicated needs and information between PTO and our bilingual community. Upon meeting as a CEIC team to address family and

community involvement, the following questions were examined:

1. Do we focus on an authentic home/school connection to educate and engage parents in understanding how to support their children? Yes How? Cannan provides events such as Literacy Nights, STEM Nights, and Open House to share ways parents can support their students with their learning.
2. How are parents and community involved with the school? Answer: Cannan parents very involved in attending major events on campus, such as, school programs/running events, Christmas parties, and Cinco de Mayo. Parents are not as involved in meaningful ways that support student learning unless incentive is provided to encourage attendance, such as providing dinner for Literacy and STEM Nights.
3. How effective are communications such as the school website, mobile app, letters, news articles, etc.? Answer: Based on survey from our PTO board, Cannan's communication between home and school could be improved. To assist in this effort, we began sending parents recorded call outs to inform them of upcoming events/activities in conjunction with emails and Monday folders.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: While our PTO is involved in school activities, there is a greater need for parents to be more involved as parent volunteers in the classroom on a daily/weekly basis. **Root Cause:** We have a large number of working parents; however, the direct communication and opportunity for parents to sign up to volunteer has not been communicated well throughout the years.

School Context and Organization

School Context and Organization Summary

Several structures are in place to ensure regular input from staff and community members when it comes to the campus decision making process. Our CEIC meetings have been put on the calendar during the summer to ensure meetings are regular and consistent. Monthly PTO meetings are attended by a campus rep to communicate information from the PTO to staff.

The following questions were considered for our school context and organization needs:

1. Is a common planning time or PLC time available for content areas and/or grade levels? How is it structured? What are the instructional planning expectations?
2. Does our Master Schedule maximize the amount of time spent in instruction? Is instruction protected from unnecessary interruptions?
3. How do teachers have a voice in decision making and school practices?
4. How are duty rosters and supervision schedules developed?
5. Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement?

School Context and Organization Strengths

- Weekly PLC meetings - data and curriculum talks

- Faculty Meetings monthly
- Monthly Team Leader meetings
- Weekly Leadership Team meeting
- Weekly lesson planning meetings - lesson plans and relearning
- Monthly Tier 2 meetings - struggling student progress
- Weekly Tier 3 meetings - struggling student progress
- CEIC meetings

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers have expressed difficulty in balancing meeting opportunities to discuss student data and plan for instruction within the given time frame. **Root Cause:** SMART Goals are not implemented during each meeting time to provide structure and directions to the meeting.

Technology

Technology Summary

Increased technology usage in every classroom is a priority at Cannan Elementary to meet the needs of 21st century students.

Currently, we have one computer lab at Cannan and four Chromecarts. In 2017, we purchased an additional Chromecart for student use. Our K-2nd grade classrooms were also awarded 5 iPads and Apple TV for each classroom.

For the upcoming 2018-2019 school year, MAPS assessment will be completed by students online. We have developed a plan to allow each grade level ample use time to use computers in the lab, with the Chromecart, or use of Ipads. To complete our technology needs assessment, the following questions were considered:

1. What barriers reduce the use of technology? WiFi difficulties in the building and damaged Chrome units.
2. What are the district and/or campus expectations for the integrated use of technology? Daily use of technology through computer apps in the classroom.
3. What technology training is available to teachers? For Staff? For others? Weekly T3 trainings with ICoach
4. How are instructional materials available online evaluated for appropriateness and accuracy? ICoach recommendations. Math and Reading Coach suggestions.
5. What plans are being made for technology upgrades in 1-5 years? One to One technology for students

in 4/5.

Technology Strengths

5 Chromecarts (25 Chromebooks each) and 1 computer lab of 25 computers.

5 iPads and an Apple Tv for all K-2nd grade teachers

Software licenses for Gynzy, Flocabulary, Epic, MyOn, TEKS Resource (teacher resource).

We are updating those devices yearly and are purchasing more carts to make available for classroom teachers.

We also have an ICoach on a weekly basis to provide training to teachers on new instructional technology implementation.

Problem Statements Identifying Technology Needs

Problem Statement 1: Chrome tablets and other hardware are in need of updating. More Chrome tablets are needed for student use. **Root Cause:** Budgeting concerns with the purchase of 1-2 more Chromecarts and/or iPad carts.

Priority Problem Statements

Problem Statement 1: Campus behavior expectations between students in K-2nd and 3rd-5th appear to be different, which has led to more frequent discipline incidents within grades 3rd-5th.

Root Cause 1: School wide behavior expectations have been inconsistent and unenforced.

Problem Statement 1 Areas: District Culture and Climate

Problem Statement 2: 4th Grade STAAR Reading scores are below 70%.

Root Cause 2: Insufficient reading comprehension strategies K-3rd.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 4th Grade Writing scores are below 70%

Root Cause 3: Lack of focus on editing/revision and grammar in K-3rd grade.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Bilingual students are struggling with making gains on STAAR Reading and Writing

Root Cause 4: Students class groupings are not in relation to their strength/weakness in English language acquisition.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Tier 2 intervention in reading and math using common assessment data is not implemented on a daily basis to help students understand currently taught concepts.

Root Cause 5: Failure of teachers to plan as a team to share students in Tier 2 interventions. based on common assessment unit data.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: While our PTO is involved in school activities, there is a greater need for parents to be more involved as parent volunteers in the classroom on a daily/weekly basis.

Root Cause 6: We have a large number of working parents; however, the direct communication and opportunity for parents to sign up to volunteer has not been communicated well throughout the years.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Teachers have expressed difficulty in balancing meeting opportunities to discuss student data and plan for instruction within the given time frame.

Root Cause 7: SMART Goals are not implemented during each meeting time to provide structure and directions to the meeting.

Problem Statement 7 Areas: District Context and Organization

Problem Statement 8: LEP students are struggling with meeting standard in the area of Reading- analyzing informational texts

Root Cause 8: Students were not strategically grouped according to English proficiency levels to ensure targeted reading instruction/intervention.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals






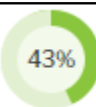


Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

















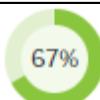
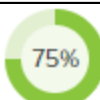
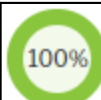





Performance Objective 1: Cannan Elementary students will achieve 75% mastery on their grade level assessments in reading and meet or exceed the state average on STAAR as well as meet or exceed student Progress Measure on the 2019 STAAR.

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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 1) Guided Reading groups will continue on a daily basis.	2.4, 2.5, 2.6, 3.1, 3.2	All teachers, Reading instructional coach, Principal	Increase in DRA levels over time. On target reading proficiency on MAP				
Problem Statements: Student Achievement 1							
Critical Success Factors CSF 1 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				
Problem Statements: Student Achievement 1							
Funding Sources: 199 - General Fund - 2000.00, 211 - Title 1-A - 0.00, Title Funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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				
	Problem Statements: Student Achievement 2 Funding Sources: 199 - General Fund - 200.00						
4) 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				
5) Hire a part time ESL/Bilingual Tutor to assist bilingual teachers with small group reading/writing intervention- 4th/5th grades							
	Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: Title III - 3200.00, Title I - 1900.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 6) Train/refresh teachers on guided reading strategies to correct implementation of strategies.- Melissa Leach Guided Reading Workshop	2.4, 2.5, 2.6	Teachers, Reading Instructional Coach, Principal	-Improved growth of student reading levels over the year. -Teacher better equipped to implement guided reading strategies.				
	Problem Statements: Student Achievement 1 Funding Sources: 199 - General Fund - 200.00						
7) -Create Tier 3 reading intervention groups of 3-5 students for each grade level to receive intensive reading intervention for 30 min. daily -Use instructional paraprofessionals to implement Tier 3 reading intervention strategies, such as Leveled Literacy Instruction (LLI) for struggling readers daily for 3	2.4, 2.5, 2.6	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.				
	Funding Sources: 199 - General Fund SCE - 154832.48						
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: LEP students are struggling with meeting standard in the area of Reading- analyzing informational texts **Root Cause 1:** Students were not strategically grouped according to English proficiency levels to ensure targeted reading instruction/intervention.

Student Achievement

Problem Statement 1: 4th Grade STAAR Reading scores are below 70%. **Root Cause 1:** Insufficient reading comprehension strategies K-3rd.

Problem Statement 2: 4th Grade Writing scores are below 70% **Root Cause 2:** Lack of focus on editing/revision and grammar in K-3rd grade.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Bilingual students are struggling with making gains on STAAR Reading and Writing **Root Cause 1:** Students class groupings are not in relation to their strength/weakness in English language acquisition.





















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.

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

Strategy Description	ELEMENTS	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				
Funding Sources: Title Funds - 0.00							
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 30 min. 2/per week. -Use instructional paraprofessionals to implement Tier 2 and 3 math intervention strategies, using programs such as Exact Path and Study Island for students.							

Strategy Description	ELEMENTS	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 3: In 2019, 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: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Create a curriculum plan for rigorous science curriculum.	2.4, 2.5, 2.6	Science teachers, District Science Coordinator, Instructional Coach, Principal	Increased science scores				
	Funding Sources: Donations - 2000.00						
2) Stetson model implemented to support all student learning in the general education science.		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, 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue Performance Objective

Strategy Description	ELEMENTS	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.				
Funding Sources: 199 - General Fund - 500.00							
2) Purchase writing resources to implement in writing instruction.		Principal	More resources for teachers to use in instruction and increase student mastery in writing.				
Funding Sources: 199 - General Fund - 200.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









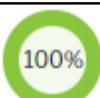



Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Increase parent involvement in campus activities and events by 10% during the 2018-19 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 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.	3.1, 3.2	Principal, teachers	Increased parental involvement at other activities throughout the school year				
Problem Statements: Parent and Community Engagement 1							
Critical Success Factors CSF 5 CSF 6 2) Grandparents Day will be held in November to encourage students to honor their grandparents and read together.	2.4, 2.5, 2.6	Principal, Instructional Learning Specialist, Library Aide	Students will actively read with their grandparents and increase their MOY reading level.				
Funding Sources: 199 - General Fund - 300.00							
Critical Success Factors CSF 5 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.	3.1, 3.2	Principal, teachers	Increased parental involvement at other activities throughout the school year.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 4) Conduct "Star Wars Reads" Literacy night to engage students and parents in reading activities.	2.4, 2.6, 3.2	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				
Critical Success Factors CSF 5 5) Parent-teacher conferences will be held at the end of each grading period by teachers to discuss concerns with parents.	3.1, 3.2	Principal, Asst. Principal, Teachers	Improved communication between parents and teachers. Parents working with students at home on assignments.				
Problem Statements: Parent and Community Engagement 1							
Critical Success Factors CSF 5 6) STAAR Information Night is held the second semester to show parents how to help their children with state assessments.	3.2	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				
Funding Sources: 199 - General Fund - 300.00							
Critical Success Factors CSF 5 7) STEM Night will be held during the second semester to encourage parent involvement in Math and Science activities.	3.2	Principal, ICoach, Math Coach	Increased engagement and support by parents of math and science instruction.				
Funding Sources: 211 - Title 1-A - 500.00							
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.	2.4, 2.6, 3.2	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							

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: While our PTO is involved in school activities, there is a greater need for parents to be more involved as parent volunteers in the classroom on a daily/weekly basis. Root Cause 1: We have a large number of working parents; however, the direct communication and opportunity for parents to sign up to volunteer has not been communicated well throughout the years.

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 2018-19 school year, Cannan will communicate once a week to all parents on upcoming activities and important events.

Communicate activities and events to parents, a minimum of 2x per 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: Met Performance Objective

Next Year's Recommendation 2: Continue Performance Objective

Strategy Description	ELEMENTS	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) Students in grades 3 through 5 utilize an agenda in which they are responsible for writing their daily and weekly assignments.		Students, Teachers	Students are organized and turn assignments in on time.				
Funding Sources: Local - 1500.00							
3) Teachers share events that are happening in the classroom and administration shares events happening campus wide on the campus web page.		Assistant Principal, Teachers	Parents are aware of activities that are happening on campus.				
4) 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				
Critical Success Factors CSF 5 5) 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				

Strategy Description	ELEMENTS	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><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>							

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

Performance Objective 1: In the 2018-19 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.

-Teacher attendance at required Balanced Literacy trainings during provided by the campus Literacy Coach at the beginning of the year.

--Teacher attendance at district balanced literacy professional development during the year.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Provide training and staff development on guided reading best practices. - Melissa Leach Literacy - Lead4ward	2.4, 2.5, 2.6	-Principal, Asst. Principal -Reading Coach	-Improved student performance in reading on common assessments, benchmarks, screeners, and STAAR				
Problem Statements: Student Achievement 1 Funding Sources: 199 - General Fund - 200.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 2) Provide PLC training to a team of teachers to share/train staff on PLC best practices.	2.5, 2.6	-Principal, Asst. Principal	-Teachers will understand the purpose and process of PLC time in order to improve Tier 1 and 2 instruction.				
Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1							
Critical Success Factors CSF 1 CSF 2 3) Provide teachers training with curriculum-"Picture Perfect Science" to improve Science instruction K-5.	2.4, 2.5, 2.6	-Principal, Asst. Principal, District Science Coordinator, Instructional Coaches					
Funding Sources: Donations - 2000.00							

Strategy Description	ELEMENTS	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>							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 4th Grade STAAR Reading scores are below 70%. Root Cause 1: Insufficient reading comprehension strategies K-3rd.
Curriculum, Instruction, and Assessment
Problem Statement 1: Tier 2 intervention in reading and math using common assessment data is not implemented on a daily basis to help students understand currently taught concepts. Root Cause 1: Failure of teachers to plan as a team to share students in Tier 2 interventions. based on common assessment unit data.
School Context and Organization
Problem Statement 1: Teachers have expressed difficulty in balancing meeting opportunities to discuss student data and plan for instruction within the given time frame. Root Cause 1: SMART Goals are not implemented during each meeting time to provide structure and directions to the meeting.













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 2018-2019 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

Strategy Description	ELEMENTS	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: During the 2018-19 school year, 100% of Cannan staff will be trained on campus safety and security procedures.

Evaluation Data Source(s) 1: -Staff sign up for the RAVE! Panic App

-Installation of Bearcade door devices

-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: Review campus safety and security procedures with staff.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 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.				
Critical Success Factors CSF 3 CSF 6 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.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.				
Critical Success Factors CSF 6 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.				
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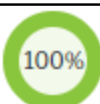

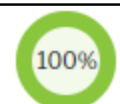
Goal 5: All students will be educated in learning environments that are safe and conducive learning.









Performance Objective 2: Cannan behavior referrals will decrease by 10% in 2018-19 by using a campus wide Positive Behavior Support Program.

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 Implementation of Campus wide Positive Behavior Supports PBIS

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 4 CSF 6 1) Develop a team of 5-7 staff members to train staff to implement Positive Behavior Supports (PBIS).	2.5	Principal	Core team developed to communicate to staff and lead PBIS formation process.				
Problem Statements: School Culture and Climate 1 Funding Sources: Title Funds - 0.00							
Critical Success Factors CSF 6 2) Core Team to attend Region IV PBIS initial training- Summer '18		Principal	Training and preparation for core team.				
Critical Success Factors CSF 6 3) Train all staff on PBIS strategies and supports during Spring/Fall of 2018.		Principal, PBIS Core Team	Preparation of teachers to implement PBIS strategies in the Fall of 2018				
Problem Statements: School Culture and Climate 1 Funding Sources: Title Funds - 0.00							
Critical Success Factors CSF 6 4) 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.				
Problem Statements: School Culture and Climate 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) 5.)Develop and implement a campus incentive plan to reinforce desired student behavior		-PBIS Team, teachers, Principal, Asst. Principal	-Improved behavior across classrooms -Improved behavior during unstructured times.				
Problem Statements: School Culture and Climate 1 Funding Sources: 199 - General Fund - 1000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Campus behavior expectations between students in K-2nd and 3rd-5th appear to be different, which has led to more frequent discipline incidents within grades 3rd-5th. Root Cause 1: School wide behavior expectations have been inconsistent and unenforced.

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

















Performance Objective 3: In 2018-19, 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: Met Performance Objective

Next Year's Recommendation 3: 2019-2018, Cannan Elementary will meet or exceed yearly average attendance rate of 96% or above

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recognize classrooms with perfect attendance on a weekly basis	2.6	Principal, Assistant Principal	Increase in student attendance over the nine week period.				
Funding Sources: Local - 1000.00							
Critical Success Factors CSF 1 CSF 4 CSF 5 2) Contact parents of students with attendance issues to develop a plan to address truancy	2.4, 2.5, 2.6, 3.1	Principal, Assistant Principal	Reduction in excessive absences				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 3) 4.) Develop and implement a new perfect attendance incentive program to encourage students to attend school regularly.	2.5, 2.6	Campus secretary Principal Asst. Principal	Higher percentage of students attending school on a weekly basis.				
Funding Sources: 199 - General Fund - 2000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							




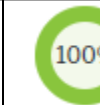








Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 4: Cannan Elementary will increase the amount of technology on campus (hardware and software) by 20% to assist student learning in the 2018-19 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 Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Purchase/renew/implement educational software: -MyOn -Study Island -Exact Path -Flocabulary -Gynzy	2.5, 2.6	Principal, ICoach	Use of technology programs to assist in student learning.				
	Funding Sources: 199 - General Fund - 4000.00, 211 - Title 1-A - 0.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Purchase computer hardware to engage student learning	2.4, 2.5, 2.6	Principal, ICoach	Students will have greater access to technology to assist in learning				
	Funding Sources: 199 - General Fund - 5000.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	1	Create a curriculum plan for rigorous science curriculum.
2	1	7	STEM Night will be held during the second semester to encourage parent involvement in Math and Science activities.
3	1	1	Provide training and staff development on guided reading best practices. - Melissa Leach Lliteracy - Lead4ward
3	1	3	Provide teachers training with curriculum- "Picture Perfect Science" to improve Science instruction K-5.
5	2	1	Develop a team of 5-7 staff members to train staff to implement Positive Behavior Supports (PBIS).
5	4	1	Purchase/renew/implement educational software: -MyOn -Study Island -Exact Path -Flocabulary -Gynzy

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beverly Cruz	Instructional coach	Title I	100
Heather Howard	Instructional Coach	Title I	100
Patricia Perez	Technology Innovation Coach	Title I	100

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Updates to Guided Reading materials		\$2,000.00
1	1	3	Words Their Way 2 copies per grade level		\$200.00
1	1	6	Materials/Supplies for Melissa Leach Training		\$200.00
1	4	1	Writer's Workshop- Nancy Robinson Masters		\$500.00
1	4	2	Jeff Anderson- Process Writing		\$200.00
2	1	2	Cookies and Coffee provided by Cafeteria		\$300.00
2	1	6	Math manipulatives and supplies		\$300.00
3	1	1	Supplies for Melissa Leach District wide training		\$200.00
5	2	5	"Cannan Cash" Incentives		\$1,000.00
5	3	3	Attendance Incentives		\$2,000.00
5	4	1	Software licenses		\$4,000.00
5	4	2	New Chromecart with 25 chromebooks, IPADs, Ebeams, projectors		\$5,000.00
Sub-Total					\$15,900.00
199 - General Fund SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Hiring of Instructional Aides		\$154,832.48
Sub-Total					\$154,832.48
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	District Purchase of MyOn Reading Program		\$0.00
2	1	7	Food for families, prizes for games		\$500.00

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1	Software Licenses		\$0.00
Sub-Total					\$500.00
Donations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Science instructional materials- Picture Perfect Science		\$2,000.00
3	1	3	Picture Perfect Science Teacher Guide and reading books		\$2,000.00
Sub-Total					\$4,000.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Planners		\$1,500.00
5	3	1	Attendance Incentives- Prize Wagon		\$1,000.00
Sub-Total					\$2,500.00
Title Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	District Purchase of Study Island and Exact Path		\$0.00
1	2	3	District Purchase of Study Island and Exact Path		\$0.00
5	2	1	PBIS Training at Region IV		\$0.00
5	2	3	PBIS Training at Region IV		\$0.00
Sub-Total					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Title I Tutor Funds		\$1,900.00
Sub-Total					\$1,900.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Title III Tutor Funds		\$3,200.00
Sub-Total					\$3,200.00
Grand Total					\$182,832.48

Willis Independent School District

Meador Elementary

2018-2019

Accountability Rating: Met Standard

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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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Comprehensive Needs Assessment

Revised/Approved: September 18, 2018

Needs Assessment Overview

Through the collaborative effort of the grade level teams, Team Leaders and CEIC members, this Campus Improvement Plan was created to address specific areas identified as those in need of improvement, as well as maintain the successful supports we have in place. The staff at William Lloyd Meador Elementary continues to work collaboratively to successfully meet the individual needs of all students. The Texas Education Agency Accountability Summary deemed William Lloyd Meador Elementary as having Met Standard for the 2017-2018 school year. We also received distinctions in the area of Top 25% Closing Performance Gaps and Postsecondary Readiness. This plan was built to ensure that these goals are met again this year and significant movement is made in the areas of improving reading and writing skills, science, student attendance and continuing to push all students to meet their individual progress measures.

Through the examination of all pieces of data reflected in this needs assessment, we continue to struggle to meet the needs of the students in reading. We will continue to use LLI as a Tier 3 intervention and a Tier 2 intervention in grades K-2, as well as, SLI to support our ELL students. We will introduce Study Island as a partner to our MAP data to bolster Tier 2 interventions. Exact Path is another partner to MAP and we plan to use that data to help us build individual support plans for our struggling students.

The teacher leadership team for the campus attended two professional development conferences focused on building a strong RtI program through the use of common assessments and targeted interventions across each grade level. A full hour block of time will be set and held sacred for each grade level to collaborate, review data from common assessments and plan for the needs of the students in their grade level.

The 2018-2019 school year will once again challenge William Lloyd Meador Elementary to continue to experiment with ways to bring parents into our school and to work with them to build a clear understanding of the expectations of good attendance and how that correlates to the academic success of their child.

Feedback from parents supports the feeling of accomplishment and success of the formal organizations we currently have on campus. Other feedback brought ideas for offering specific evenings geared toward teaching parents how to support their students at home. We will continue to foster a welcoming environment by hosting additional family activity nights and use all media types to keep our parents and community involved and aware of the hard work and learning that is taking place at William Lloyd Meador Elementary.

Demographics

Demographics Summary

The 2017-18 demographic groups at Meador Elementary are specifically reported below. For the most part, the group percentages remain about the same for the 2018-19 school year, as well as the last two years, though we have been planning for projected growth that has not come to fruition. With that being said we are anticipating that this 2018-19 school year could bring about changes that may affect the demographic areas reflected below. The property adjacent to our school has been developed and homes are quickly selling. We feel that in the future it will have an affect on our Economically Disadvantaged percent and possibly our At Risk numbers.

The staff at Meador Elementary remains consistent and stable. Due to several re-locations and promotions, there was a 20% turnover in the certified teaching staff from 2017-2018 to 2018-2019. The administrative and paraprofessional staffs returned at 100%.

We continue to meet the district expectation for hiring highly qualified teachers in all content areas. With the exception of two teacher interns, the rest of the professional staff on campus are 100% certified at their grade level and in the content they are teaching.

Though we once again slightly increased the daily rate of attendance from 2016-17 to 2017-18, we continued to fall short of a high enough level to move into Quartile 1 in the TEA Accountability Rating System. This disappointment kept us from achieving an additional distinction from TEA and continues to be a targeted focus for the 2018-19 school year.

Students by Program	Count	percent
Bilingual	102	13.23%
ESL	23	2.98%
LEP	142	18.42%
GT	46	5.97%
Special Education	70	9.08%
At Risk	268	34.76%
Economically Disadvantaged	443	57.46%
Gender		
Female	363	47.08%
Male	408	52.92%
Race		
Hispanic	284	36.84%
American Indian	1	.13%
Asian	3	.39%

Students by Program	Count	percent
Black-African American	50	6.49%
Native Hawaiian-Pacific Islander	0	
White	422	54.73%
Two or more	11	1.43%

Demographics Strengths

- 95% of certified staff exceeded the district expectation for Professional Development hours
- Grade level team leaders as well as other teacher leaders attended professional development conferences to collectively bring a common language to the staff about PBIS, PLC collaboration and RtI
- All bilingual teachers are fully bilingual certified

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase average daily attendance **Root Cause:** The current process is cumbersome and time consuming

Student Academic Achievement

Student Academic Achievement Summary

When we started looking at the different resources we have for data, we started with DRA data across our campus. Knowing the subjectivity that comes with this assessment, we were still shocked to see that in grades K-3 we were moving around 30% of students to the next grade level with a reading level below the appropriate grade. This data helped us understand why we are not making headway in reading in our STAAR grades.

STAAR data revealed important facts, but the most significant one to us was the correlation between our At Risk population and lack of success on STAAR reading. The label 'At Risk' has always carried red flags, but this year's data proved that we are not nearly meeting their needs and they will become the center of our focus this year.

Our TELPAS data was incomplete, but we were able to see that we are not advancing our students' writing proficiency. That also aligns with our fourth grade students, who did not score well on the writing STAAR test. We feel that focusing on a more balanced literacy program including a stronger word study would support them better.

MAP data is new to us and we are learning to identify helpful reports for individual students, classes and whole grade levels. One of the things we have been able to prove is the predicting aspect of their data. If a student takes the MAP assessments with integrity, there is almost parallel alignment to their prediction of success on the state assessment. We have found all the data reports to be helpful and look forward to partnering it with Exact Path and Study Island.

For the 2nd year' our Science and Writing scores decreased on STAAR.

Student Academic Achievement Strengths

- Looking at longitudinal data from 2015-2018 the 5th graders increased in every category except Math Masters
- 3rd grade Reading scores jumped almost 20 pts from the previous year
- Our SPED population showed gains in Math

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Guided reading is not effectively meeting the needs of the students **Root Cause:** Lack of understanding of the important parts of the process

Problem Statement 2: Science scores keep decreasing **Root Cause:** Lack of a dedicated science program

Problem Statement 3: Writing scores are decreasing **Root Cause:** Not doing a good enough job of building their skills

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction and Assessment

Through their continual hard work in PLCs and grade level content planning sessions, teachers have a greater understanding of their grade level curriculum and are using curriculum documents from TEKS Resource more independently. Instructional strategies for digging deeper into grade level content have created a greater awareness supporting tier 1; although, we need to get more specific and intentional with what we are intervening on in tier 2 and 3. Data from screeners (MAP, TPRI/tejas LEE, DRA) can be more effectively used to support all levels of instruction.

Allowing teachers to build their own common assessments in 2017-18 has grown the capacity of our teachers. With support from our Math and Literacy Instructional coaches, we have identified areas of support still needed to grow teachers in depth of knowledge for their grade level standards. We also feel it will be important to continue to build capacity amongst our vertical teams. to gain more clarity on the expectations of the next grade level.

We anticipate that the focus for the upcoming year will be able to shift from the development of depth of standard knowledge to effective instructional practices at all tiers. We will continue to utilize reports and data from our MAP program to target individualized instruction more effectively. By implementing effective instructional practices at all levels, we can close the gaps for all populations and individualize the learning enabling each student to progress and show desired gains.

Technology

Once again we have shown great gains in our strive to effectively integrate technology for the enhanced learning of information in our classrooms. Data collected by our iCoach showed that attendance at weekly T3 meetings was high and the requests for support, as they implemented the new learning in their classrooms, exceeded 2017-18 in all grade levels. With the introduction of MAP assessments and the necessity for online gathering of student data, teachers also focused more attention on the collaborative use of technology to guide and target their instruction.

School Processes & Programs Strengths

Curriculum, Instruction and Assessment

- Teachers using the curriculum documents more independently
- Utilizing Performance Assessments
- Teacher input for Pacing Guides
- Teacher built Common Assessments

- New screener and diagnostic tool using MAP

Technology

- Students have ample access to devices
- Ratio of 2 students to 1 device (389 portable devices and 108 computers)
- Teachers have ample access to technology tools (computers, devices, eBeams, etc.)
- Needs are continuously being assessed and updated devices are being purchased each year

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Expectations for student achievement are high with inconsistent or ineffective instructional support **Root Cause:** Lack of clarity on specific needs

Problem Statement 2: Devices are often used to answer interactive worksheet questions **Root Cause:** Lack of knowledge on how to use other tools to engage and still stay in the learning space

Perceptions

Perceptions Summary

A reoccurring theme in feedback from two years ago was the desire to create a more positive atmosphere on our campus especially during teacher and student interactions. It was the decision of the Team Leaders and the CEIC to reallocate resources (time, money and personel) to send a team of representatives to be trained in the Positive Behavior Intervention System. During the Spring of 2018, the PBIS Team slowly introduced their new learning to the staff with the intent to transition to campus wide implementation during the 2018-19 school year. Opportunities were provided for teacher collaboration and feedback creating a collegial climate and buy in for the new initiative. During the week of August 6-13, the PBIS Team introduced information on the importance of building relationships with the students, intervention strategies for Tier 1 and 2 students and instructional strategies to reinforce positive ways to engage students. The staff had targeted three times/areas of the school that needed to be addressed and strategic plans were put into place to support the students to be more successful.

Recent feedback from the staff indicates that at least two of the areas are much calmer through the continual reinforcement of the four core values we have chosen...Be Safe, Be Responsible, Be Kind and Be Respectful. We started the school year with a 20 Day Lesson Plan to implement in every classroom. This plan was created by the PBIS Team and provided opportunities for teachers to teach the Core Values and clarify examples of what that would look like in different settings. The Core Values are continually reinforced during the Morning Announcements.

The administrators of the school often receive emails and verbal feedback complimenting the staff on the friendly climate of the school. The feedback targets the helpfulness of the front office staff and different levels of support that are put in place to problem solve in partnership with the parents.

At Meador Elementary, we have two very successful programs that increase involvement with parents and give them the opportunity to work alongside teachers, students, and staff. Watch D.O.G.S. and Meador M.O.M.S. give parents an active role in everyday school routines and gains trust with our school. PTO members help with these programs and others to help bring our community of parents and our teachers together.

For the last couple of years, we have offered Math and Literacy nights at Meador for our parents. Over the years, we have increased the number of families that attend these nights. Literacy night attendance has been on the rise, while our math night still has not brought in the attendance we have hoped for over the years. More exposure and awareness about these dates through flyers, announcements, and social media will hopefully bring more involvement from our parents.

Perceptions Strengths

- Multiple positive behavior motivators - Class Dojo, student check-ins, Kona Ice incentives
- Staff morale strategies

- RtI process for behavior
- Safety
- Public relations

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Finding viable behavior strategies for the 5% Tier 3 students **Root Cause:** Limited options to choose from

Problem Statement 2: Our parent involvement beyond Watch D.O.G.S. is not at a level we want it to be **Root Cause:** Limited use of social media communication

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate's degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals













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





















Performance Objective 1: Obj 4: During the 2018-19 school year the Meador Elementary Leadership Team (MELT) will support teachers through coaching and modeling so by May 4th, all certified teachers will score Proficient or better on T-TESS 2.1.

Evaluation Data Source(s) 1: Impact will be determined by increased levels of student mastery on formative assessments

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Work intensely with the targeted few on an improvement plan

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The administrative team will use formal and informal observations to monitor instruction		Principal and Assistant Principal	Data Driven Decision making conversations with outcomes documented				
2) Specific and timely feedback will be given to the teachers through the use of Strive and personal conversations		Principal, Assistant Principal and coaches	Documentation in Eduphoria				
3) MELT members will meet weekly to review data collected and identify strategies to address areas of concern		Principal, Assistant Principal, Counselor and Coaches	Documented interventions with teachers				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) A system for monitoring weekly lesson plans will be implemented with a process established for feedback		Principal, Assistant Principal, Counselor and Coaches	Effective lesson plans aligned to the YAG				
5) MELT members will be active, collaborative members of the PLCs		Principal, Assistant Principal, Counselor and Coaches	Sign in sheets				
6) MELT members will be active participants in all professional development provided to ensure an instructional common language		Principal, Assistant Principal, Counselor and Coaches	Sign in sheets				
7) MELT members will identify exemplars in the classrooms and celebrate successes through the use of the Brag Board		Principal, Assistant Principal, Counselor and Coaches	Visual checks of the board				
8) MELT members will attend content planning meetings		Principal, Assistant Principal, Coaches	Effective implementation of all TEKS resources				
 = 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: Students taking the 2019 STAAR Math will achieve 85% approaches and increase the meets and masters levels by 15% per grade level.

















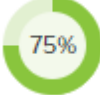
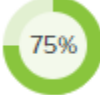










Evaluation Data Source(s) 2: Impact will be determined by the increase in student scores on the STAAR test

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Look at longitudinal data to address 4th grade math. Making good progress on master's level

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implementation of daily Kim Sutton Fact Fluency		Teachers, Administrators	Increase in successful answers				
2) Interactive use of the number line		Teachers, Administrators	Increase in student outcomes				
3) Use of hands on manipulatives		Teachers, Administrators	Increase in successful answers				
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				
6) Targeted instruction through the use of small groups		Teachers, Administrators	Advancing in reading levels and progress being made on district and state assessments.				
7) Implement the use of math carpets in grades K-2		Teachers, Administrators	Increase in student outcomes				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 8) 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				
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) Math flashcards posted at each restroom for reinforcement during wait times		Teachers, Administrators	Increase in successful answers				
12) Implementation of a dedicated intervention period at every grade level, every day		Teachers, Administrators, Interventionists	Increase in student outcomes				
13) Use of district benchmarks to target interventions		Teachers	Progress made on the following assesement				
14) Use Eduphoria, MAP and TEAMS as resources for student data reports		Teachers, Administrators	Effective intervention groupings				
15) Implementations of weekly PLCs to review student data, identify effective interventions and collaborate on best practice strategies		Teachers, Administrators	Increase in collaborative problem solving				
16) Use of ELPS to target instruction for the LEP students		Teachers, Administrators	Increase in student outcomes				
17) Research based programs will be implemented during Tier 3 pull out interventions		Interventionists, Administrators	Increase in student outcomes				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
18) A Learning Summit will be implemented three weeks prior to all state assessments providing targeted interventions for all students		Teachers, Administrators	Increase in student outcomes				
19) Interventions across grade levels targeting specific needs of the students		Teachers, Coaches, Administrators	Increase in student achievement				
20) Before and after school tutorials		Teachers	Attendance logs and increase in student outcomes				
21) Use of grade level common end of unit performance assessments		Teachers	Guaranteed and viable curriculum across the grade level				
22) Common planning with the use of identified strategies to dig deep into the TEKS		Teachers, Coaches	Clear understanding of student expectations				
23) 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.





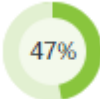





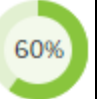



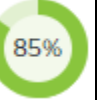
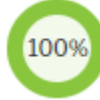






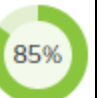



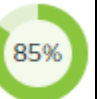

Performance Objective 3: Students taking the 2019 STAAR Reading test in 5th grade will achieve 75% approaches, in 4th grade will achieve 85% approaches and 3rd grade will achieve 80% approaches and increase the meets and masters levels by 10% per grade level.

































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













Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: 5th far exceeded the goal, but 4th 3rd and 4th fell far short at . Review longitudinal data for 4th grade

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Minimum of 90 minutes dedicated to Balanced Literacy	2.4, 2.6	Teachers, Administrators	Increased DRA/MAP scores				
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 2) Incorporate chapter books and read alouds to improve fluency and comprehension MyON Epic		Teachers, Administrators	Increased DRA/MAP scores				
	Funding Sources: 211 - Title 1-A - 0.00						
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 3) Weekly use of Comprehension Toolkit in every classroom		Teachers, Administrators	Increase in student outcomes				
4) Weekly use of Lucy Calkins Writing program		Teachers, Administrators	Increase in student outcomes				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 4 5) Implementation of Leveled Literacy Intervention in kindergarten and grades 1 and 2	2.4, 2.6	Teachers, Administrators	Increase in student comprehension				
6) Provide home reading material to reinforce reading skills		Teachers, Administration	Progress measured through guided reading group data				
7) Use of authentic text to model thinking and reading strategies		Teachers	Increase in student comprehension				
8) 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 Critical Success Factors CSF 1 CSF 2 CSF 7 9) Continue to support and enrich student learning through the use of technology devices in the classroom -MAP -MyON -Study Island, Exact Path, Reading Eggs -Flocabulary -Ipads -Chromebooks and carts	2.4, 2.5	Teachers, Administrators, Instructional Coaches	Increase in use of technology to support instruction in the classroom				
	Funding Sources: 211 - Title 1-A - 24700.00						
10) Tier 1 interventions in the classroom for every student, every day		Teachers, Administrators	increase in student outcomes				
11) Centers/stations created to reinforce the building of necessary skills for student success		Teachers, Administrators	Increase in student outcomes				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
12) Implementation of a dedicated intervention period at every grade level, every day		Teachers, Administrators, Interventionists	Increase in student outcomes				
13) Use of district benchmarks to target interventions		Teachers	Progress made on the following assesement				
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 14) Implementations of weekly PLCs to review student data, identify effective interventions and collaborate on best practice strategies	2.4, 2.5	Teachers, Administrators, Instructional coaches	Increase in collaborative problem solving				
15) Use of ELPS to target instruction for the LEP students		Teachers, Administrators	Increase in student outcomes				
16) Research based programs will be implemented during Tier 3 pull out interventions.		Interventionists, Administrators	Increase in student outcomes				
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 17) A Learning Summit will be implemented two weeks prior to all state assessments providing targeted interventions for all students.	2.4, 2.5	Teachers, Administrators, Instructional coaches	Increase in student outcomes				
18) Interventions across grade levels targeting specific needs of the students		Teachers, Coaches, Administrators	Increase in student achievement				
19) Use of grade level common end of unit performance assessments		Teachers	Guaranteed and viable curriculum across the grade level				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
20) Common planning with the use of identified strategies to dig deep into the TEKS		Teachers, Coaches	Clear understanding of student expectations				
21) 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 4: Students taking the 2019 STAAR Writing test will achieve 75% approaches and increase the meets and masters levels by 15% per grade level.

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

Summative Evaluation 4: No progress made toward meeting Performance Objective

Next Year's Recommendation 4: Writing scores dropped significantly 68-60. What part is the issue...writing or editing and revision...

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 1) Weekly use of Lucy Calkins Writing program	2.4, 2.5	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.				
Critical Success Factors CSF 1 CSF 7 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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Use of district benchmarks to target interventions		Teachers	Progress made on the following assesment				
8) Implementations of weekly PLCs to review student data, identify effective interventions and collaborate on best practice strategies		Teachers, Administrators	Increase in collaborative problem solving				
9) Use of ELPS to target instruction for the LEP students		Teachers, Administrators	Increase in student outcomes				
10) A Learning Summit will be implemented three weeks prior to all state assessments providing targeted interventions for all students		Teachers, Administrators	Increase in student outcomes				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							







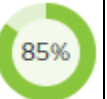






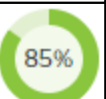
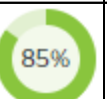





Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.





































Performance Objective 5: Students taking the 2019 STAAR Science test will achieve 85% approaches and increase the meets and masters levels by 15% per grade level.

Evaluation Data Source(s) 5: Impact will be determined by the increase in student scores on the STAAR test

Summative Evaluation 5: No progress made toward meeting Performance Objective

Next Year's Recommendation 5: same percentage as last year. need more realistic goals and review of what is being taught

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Use of hands on experiments in the classrooms	2.4, 2.5	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.				
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 7 3) Continue to support and enrich student learning through the use of technology devices and programs in the classroom	2.4, 2.5, 2.6	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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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				
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 8) Implementations of weekly PLCs to review student data, identify effective interventions and collaborate on best practice strategies	2.4, 2.5	Teachers, Administrators, instructional coaches	Increase in collaborative problem solving with improved student growth				
9) A Learning Summit will be implemented three weeks prior to all state assessments providing targeted interventions for all students.		Teachers, Administrators	Increase in student outcomes				
10) Interventions across grade levels targeting specific needs of the students		Teachers, Coaches, Administrators	Increase in student achievement				
11) Use of grade level common end of unit performance assessments		Teachers	Guaranteed and viable curriculum across the grade level				
12) Common planning with the use of identified strategies to dig deep into the TEKS		Teachers, Coaches	Clear understanding of student expectations				
13) Concentrate on the use of open-ended questions		Teachers	Practice on higher level thinking skills				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							











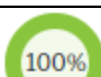

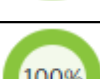











Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.









































Performance Objective 1: To increase parent participation in school activities, during the 2018-19 school year, William Lloyd Meador Elementary will send weekly communication to parents and guardians of all students, increasing activity attendance by 10%.

Evaluation Data Source(s) 1: Impact will be determined by the increased attendance this year over last year's events

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Use phone and email system more to communicate activities more often

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue the Watch D.O.G.S. program on campus (Dads of Great Students)		Principal and Assistant Principals	Increased visibility of Dads on campus				
2) Parent/teacher conferences can be initiated by either party with the focus being a solutions based conversation to identify supports for the concerns brought forth		Principal and campus staff	Increased number of conferences initiated by parents to address concerns				
3) Conference with and provide information to students and parents concerning SSI initiatives and STAAR requirements (SSI letters and brochures)		Principal, Counselor and campus staff grades 3-5	Parental feedback stating an understanding of the expectations of the STAAR assessment process				
4) 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				
5) 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				
6) 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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) 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				
8) Each teacher will maintain a classroom website accessible to parents		Assistant Principal and campus staff	Positive public relations and increased parent participation				
9) Parents will be represented on the CEIC		Principal	Collaborative problem solving				
10) 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				
11) Information for off-site resources (counseling, district parent center, community donors) will be available to all parents		Counselor	Positive parent relations				
12) 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				
13) A parent survey will be conducted to gather input on the climate of the school		Principal	Changes in the efficiency or effectiveness of school programs and policies				
14) 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				
15) Continue the Meador M.O.M.S. program to increase the opportunity for parental involvement on the campus		Principal, Assistant Principal	Increased visibility of MOMS on campus				
 = 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 2018-19 school year, William Lloyd Meador Elementary will establish a system to monitor student attendance increasing the attendance rate to 97%

Evaluation Data Source(s) 2: Impact will be determined by an increase in our daily attendance rate over the same period from the previous year

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Create an accountable system for contacting parents early on about absences

Strategy Description	ELEMENTS	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				
Funding Sources: Local - 2000.00							
2) Short term incentive programs will be created for individual classrooms		Administrative Team	Increased attendance				
Funding Sources: Local - 2000.00							
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 Principal, Counselor	Face to face conference 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/guardian.		Registrar	Parent contacts the school				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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	Parent contacts the school				
8) With a truancy plan in place but with no improvement, the child's case will be referred to the court system.		Registrar	Parent contacts the school				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							











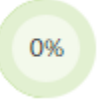





Goal 3: All staff will be prepared to support student achievement.













Performance Objective 1: During the 2018-19 school year, the staff at William Lloyd Meador Elementary will continue to receive professional development aligned with their needs and with the school's instructional focuses of reading, science and writing. All staff will meet the minimum requirements for professional development and increase the number of hours in each category by 15%






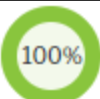
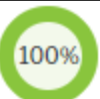

















Evaluation Data Source(s) 1: Impact will be determined by the level of implementation observed after participation in professional development as well as reflection conversations with their T-TESS appraiser

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Review coaching model, look for alternate PD sessions especially on ELPS, start a newsletter

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 3 CSF 7 1) Support will be given to new staff members through the use of the district mentor program		Principal, district coordinators, instructional coaches	Feedback given that reflects full orientation to the campus and expectations				
2) 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				
3) Training will be provided to the staff to review the use of ELPS when planning lessons		Administrators, Coaches	Sign in sheets				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 3 4) Training will be provided as needed to build skills in the use of MAP, Edmentum, MyON, Eduphoria and TEAMS	2.4, 2.5	Administrators, district coordinators, instructional coaches	Documented use of Aware, Forethought and T-TESS				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 5) Modeling and coaching will be provided by the campus coaches to ensure effective implementation of Balanced Literacy and Balanced Math	2.4	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 Critical Success Factors CSF 1 CSF 3 6) Trainings for PLC and RtI will be offered and Professional Learning Communities will meet weekly to collaboratively lesson plan, review data and identify interventions to support their struggling learners - Solution Tree(PLC at Work, RtI, Math at Work, etc.)	2.5	Principal	Improvement in interventions for identified students and decrease in achievement gap. Guaranteed and viable curriculum				
Funding Sources: 211 - Title 1-A - 5000.00, 199 - General Fund - 500.00							
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Critical Success Factors CSF 3 CSF 7 7) When available, webinars will be ordered for the staff on instructional topics that would be of benefit to themselves and their students -MyON -Solution Tree Videos -Safe Schools	2.4	Principal, Instructional Coaches, district coordinators	Additional support identified and implemented for the success of students				
Funding Sources: 211 - Title 1-A - 750.00, Local - 500.00							










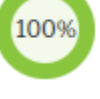
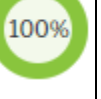
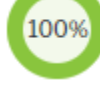
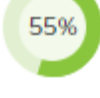

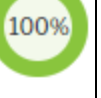
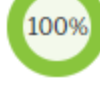

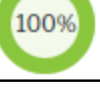

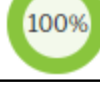




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 8) Opportunities will be provided for staff to attend off-site professional development - Solution Tree -Lead4ward -ESC 6	2.4, 2.5	Principal	Registration documentation				
	Funding Sources: 211 - Title 1-A - 2000.00						
9) Additional books will be purchased for the professional library to provide extra resources for the staff		Principal	Additional resources				
10) Teachers will work collaboratively with administrators and campus coaches to reflect on their own practice		Campus Coaches, Administrators	Increase in coaching/modeling sessions				
11) All instructional staff including paraprofessional will attend campus and district professional development		Principal	Reinforcement of instructional goals				
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 7 12) Training with Melissa Leach Literacy to improve reading instruction will be offered in the district	2.4, 2.5	Administrators, instructional coaches	Improved reading scores and increase in number of students reading on level				
	Funding Sources: Title Funds - 2000.00						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>							

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

Performance Objective 1: During the 2018-19 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.

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

Summative Evaluation 1: Met Performance Objective










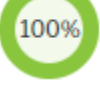
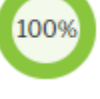



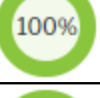
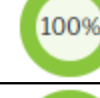








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Campus Education Improvement Committee (CEIC) will meet at least four times a year to discuss campus improvement and identify solutions to areas of concern		CEIC	Feedback 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 campus and instructional improvement		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 2018 and ending May 2019.

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

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	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				









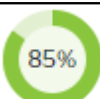




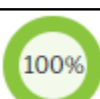
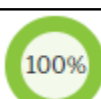





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Internal doors to all classrooms will be locked at all times when students are present		Principal, Assistant Principal, Custodial Lead and Constables	All children safely 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				
 = 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 January 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:

Strategy Description	ELEMENTS	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				
Funding Sources: Local - 0.00							
3) Following PBIS strategies, all Tier 2 and Tier 3 students will have incentives available to work toward		Principal	Positive reinforcement of desired behaviors				
Funding Sources: Local - 100.00							
4) 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				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	1	Minimum of 90 minutes dedicated to Balanced Literacy
1	3	2	Incorporate chapter books and read alouds to improve fluency and comprehension MyON Epic
1	3	5	Implementation of Leveled Literacy Intervention in kindergarten and grades 1 and 2
1	3	9	Continue to support and enrich student learning through the use of technology devices in the classroom -MAP -MyON -Study Island, Exact Path, Reading Eggs -Flocabulary -Ipads -Chromebooks and carts
1	3	14	Implementations of weekly PLCs to review student data, identify effective interventions and collaborate on best practice strategies
1	3	17	A Learning Summit will be implemented two weeks prior to all state assessments providing targeted interventions for all students.
1	5	1	Use of hands on experiments in the classrooms
1	5	3	Continue to support and enrich student learning through the use of technology devices and programs in the classroom
1	5	8	Implementations of weekly PLCs to review student data, identify effective interventions and collaborate on best practice strategies
3	1	1	Support will be given to new staff members through the use of the district mentor program
3	1	4	Training will be provided as needed to build skills in the use of MAP, Edmentum, MyON, Eduphoria and TEAMS
3	1	8	Opportunities will be provided for staff to attend off-site professional development - Solution Tree -Lead4ward -ESC 6
3	1	12	Training with Melissa Leach Literacy to improve reading instruction will be offered in the district

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Candy Hudak	Instructional Coach	Title I	100
Lacy Taylor	Instructional coach	Title I	100
Michelle Hall	Technology Innovation Coach	Title I	100

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	materials		\$500.00
Sub-Total					\$500.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	MyON		\$0.00
1	3	9	MyON		\$6,700.00
1	3	9	Devices		\$15,000.00
1	3	9	Reading Eggs		\$3,000.00
3	1	6	Training		\$5,000.00
3	1	7	MyON Training		\$750.00
3	1	8	Training		\$2,000.00
Sub-Total					\$32,450.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Funds for incentives		\$2,000.00
2	2	2	Funds for incentives		\$2,000.00
3	1	7	Webinars		\$500.00
5	2	2	Prizes		\$0.00
5	2	3	Prizes		\$100.00
Sub-Total					\$4,600.00

Title Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	12	Training		\$2,000.00
Sub-Total					\$2,000.00
Grand Total					\$39,550.00

2018-19 Texas Academic Performance Report

District Name: **WILLIS ISD**

District Number: **170904**

2019 Accountability Rating: **B**

2019 Special Education Determination Status:

Needs Assistance

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

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

		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%
Grade 5 Reading^																	
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%

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

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

		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)
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%
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%

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

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

		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)
Grade 7 Writing	2018	18%	15%	7%	3%	4%	8%	*	*	-	13%	5%	0%	5%	10%	6%	5%
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%
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%

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

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

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

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

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

		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)
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%
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%

District Name: WILLIS ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Progress

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
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	63	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	84	84	79	75	81	78	*	100	-	69	66	80	77	83	76	84
	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
2018-19 District Prior Year and Student Success Initiative

		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														
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%

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

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
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%
	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%

District Name: WILLIS ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	37%	37%	39%	-	-	-	39%	28%	28%	-	*	32%	30%
	2019	45%	43%	48%	44%	-	-	-	44%	40%	28%	44%	50%	41%	42%
	2018	47%	44%	48%	48%	-	-	-	48%	49%	49%	-	*	49%	48%

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

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

	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
2018-19 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													
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%
2016-17	95.7%	96.0%	95.2%	95.1%	95.7%	95.0%	95.0%	97.7%	95.1%	94.4%	94.2%	95.0%	96.4%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	0.1%	0.0%	0.0%	0.1%	*	0.0%	-	0.0%	0.8%	0.1%	0.0%
2016-17	0.3%	0.1%	0.2%	0.0%	0.2%	0.2%	0.0%	0.0%	*	0.0%	0.9%	0.3%	0.0%
Annual Dropout Rate (Gr 9-12)													
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%
2016-17	1.9%	1.3%	1.5%	2.0%	2.0%	1.1%	0.0%	0.0%	*	2.7%	2.3%	2.3%	2.1%
4-Year Longitudinal Rate (Gr 9-12)													
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%
Class of 2017													
Graduated	89.7%	91.4%	89.3%	90.7%	81.8%	93.0%	*	100.0%	-	87.5%	84.4%	85.7%	75.9%
Received TxCHSE	0.4%	1.1%	1.1%	0.0%	1.5%	0.8%	*	0.0%	-	6.3%	0.0%	1.2%	0.0%
Continued HS	4.0%	3.1%	4.6%	2.3%	10.2%	2.3%	*	0.0%	-	0.0%	0.0%	4.5%	10.3%
Dropped Out	5.9%	4.4%	5.0%	7.0%	6.6%	3.9%	*	0.0%	-	6.3%	15.6%	8.6%	13.8%
Graduates and TxCHSE	90.1%	92.5%	90.4%	90.7%	83.2%	93.8%	*	100.0%	-	93.8%	84.4%	86.9%	75.9%
Graduates, TxCHSE, and Continuers	94.1%	95.6%	95.0%	93.0%	93.4%	96.1%	*	100.0%	-	93.8%	84.4%	91.4%	86.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%
Class of 2016													
Graduated	91.6%	92.1%	93.7%	91.4%	92.2%	94.3%	*	*	*	100.0%	96.7%	89.2%	81.5%
Received TxCHSE	0.7%	1.5%	1.1%	0.0%	1.6%	1.1%	*	*	*	0.0%	0.0%	0.9%	0.0%
Continued HS	1.2%	0.8%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.5%	5.2%	8.6%	6.2%	4.5%	*	*	*	0.0%	3.3%	9.9%	18.5%
Graduates and TxCHSE	92.2%	93.6%	94.8%	91.4%	93.8%	95.5%	*	*	*	100.0%	96.7%	90.1%	81.5%
Graduates, TxCHSE, and Continuers	93.4%	94.5%	94.8%	91.4%	93.8%	95.5%	*	*	*	100.0%	96.7%	90.1%	81.5%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	92.6%	93.9%	91.4%	93.0%	94.3%	*	*	*	100.0%	96.7%	89.6%	81.5%

District Name: WILLIS ISD
County Name: MONTGOMERY
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.7%	1.1%	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%
Class of 2015													
Graduated	91.8%	92.9%	93.3%	96.9%	92.4%	93.2%	*	83.3%	*	100.0%	76.0%	90.3%	93.8%
Received TxCHSE	1.0%	1.7%	1.4%	0.0%	0.8%	1.7%	*	16.7%	*	0.0%	0.0%	1.0%	0.0%
Continued HS	0.6%	0.3%	0.2%	0.0%	0.8%	0.0%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Dropped Out	6.7%	5.0%	5.0%	3.1%	6.1%	5.1%	*	0.0%	*	0.0%	24.0%	8.2%	6.3%
Graduates and TxCHSE	92.8%	94.7%	94.7%	96.9%	93.2%	94.9%	*	100.0%	*	100.0%	76.0%	91.3%	93.8%
Graduates, TxCHSE, and Continuers	93.3%	95.0%	95.0%	96.9%	93.9%	94.9%	*	100.0%	*	100.0%	76.0%	91.8%	93.8%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.5%	85.5%	81.1%	79.5%	89.3%	*	*	*	81.8%	79.4%	82.1%	66.7%
Class of 2017	89.7%	91.4%	88.6%	88.6%	81.2%	92.3%	*	100.0%	-	87.5%	84.4%	85.0%	73.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	49.4%	*	-	-	-	-	-	-	*	-	*	-
Class of 2017	88.5%	87.1%	89.1%	84.2%	92.8%	87.2%	*	100.0%	-	100.0%	12.0%	85.1%	95.5%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.8%	2.0%	0.0%	1.7%	2.5%	*	*	*	0.0%	14.8%	1.1%	0.0%
Class of 2017	6.0%	5.7%	0.0%	*	*	0.0%	-	-	-	-	*	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	86.7%	87.4%	93.3%	88.3%	86.3%	*	*	*	87.5%	0.0%	85.7%	78.6%
Class of 2017	60.8%	80.8%	14.3%	*	*	20.0%	-	-	-	-	*	14.3%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	90.3%	89.2%	93.3%	90.0%	88.8%	*	*	*	77.8%	14.8%	86.3%	78.6%
Class of 2017	85.9%	87.0%	87.8%	82.1%	92.0%	85.8%	*	100.0%	-	100.0%	11.1%	82.8%	95.5%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	18.9%	37.5%	*	*	*	-	-	-	*	-	*	-
2016-17	87.2%	86.1%	87.0%	78.0%	90.4%	85.8%	*	100.0%	-	100.0%	11.5%	83.1%	95.5%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.9%	1.7%	0.0%	1.6%	2.0%	*	*	*	0.0%	14.8%	1.1%	0.0%
2016-17	7.2%	5.8%	11.1%	*	*	16.7%	-	-	-	-	*	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	86.3%	87.2%	93.3%	86.3%	86.9%	*	*	*	87.5%	0.0%	84.8%	75.0%
2016-17	56.5%	76.4%	22.2%	*	*	16.7%	-	-	-	-	*	28.6%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	88.8%	87.9%	90.3%	86.7%	88.7%	*	*	*	77.8%	14.8%	85.1%	75.0%
2016-17	84.0%	85.3%	85.9%	76.2%	89.7%	84.5%	*	100.0%	-	100.0%	10.7%	81.1%	95.5%

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

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

	District Count	District Percent	State Count	State Percent
Graduates (2017-18 Annual Graduates)				
Total Graduates	422	100.0%	347,893	100.0%
By Ethnicity:				
African American	31	7.3%	43,502	12.5%
Hispanic	128	30.3%	173,272	49.8%
White	247	58.5%	107,052	30.8%
American Indian	3	0.7%	1,226	0.4%
Asian	2	0.5%	15,589	4.5%
Pacific Islander	2	0.5%	528	0.2%
Two or More Races	9	2.1%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	5	1.2%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	3	0.7%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	46	10.9%	49,432	14.2%
Foundation H.S. Program (Endorsement)	7	1.7%	16,542	4.8%
Foundation H.S. Program (DLA)	361	85.5%	272,526	78.3%
Special Education Graduates	27	6.4%	25,962	7.5%
Economically Disadvantaged Graduates	181	42.9%	166,956	48.0%
LEP Graduates	16	3.8%	21,359	6.1%
At-Risk Graduates	137	32.5%	144,805	41.6%

District Name: WILLIS ISD
 County Name: MONTGOMERY
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District College, Career, and Military Readiness (CCMR)

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	66.4%	64.0%	50.0%	56.6%	70.4%	*	*	*	38.9%	100.0%	58.3%	34.4%
College Ready Graduates ***													
College Ready (Annual Graduates)													
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													
2017-18	58.2%	61.9%	51.2%	45.2%	38.3%	58.7%	*	*	*	44.4%	3.7%	43.6%	6.3%
Mathematics													
2017-18	46.0%	47.9%	29.9%	19.4%	21.9%	35.2%	*	*	*	11.1%	0.0%	22.1%	0.0%
Both Subjects													
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													
2017-18	20.7%	21.2%	17.3%	6.5%	10.9%	22.3%	*	*	*	0.0%	0.0%	11.0%	0.0%
2016-17	19.9%	20.3%	21.6%	9.5%	17.2%	25.3%	*	33.3%	-	26.7%	3.6%	13.3%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	19.4%	9.5%	6.5%	10.2%	9.7%	*	*	*	0.0%	0.0%	9.9%	12.5%
2016-17	20.1%	19.8%	4.9%	2.4%	2.6%	6.1%	*	16.7%	-	6.7%	0.0%	2.0%	4.5%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	0.2%	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	27.1%	41.6%	33.9%	39.1%	44.5%	*	*	*	33.3%	100.0%	41.7%	25.0%
2016-17	13.2%	11.2%	13.1%	6.0%	14.2%	13.9%	*	8.3%	-	13.3%	5.4%	14.0%	6.8%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	6.2%	9.0%	3.2%	8.6%	10.5%	*	*	*	0.0%	3.7%	8.8%	12.5%
2016-17	2.7%	1.6%	3.8%	0.0%	7.8%	2.4%	*	0.0%	-	6.7%	0.0%	5.1%	4.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	2.3%	6.2%	3.2%	4.7%	7.3%	*	*	*	0.0%	96.3%	6.6%	0.0%
2016-17	1.0%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	36.0%	58.8%	58.1%	54.7%	62.3%	*	*	*	44.4%	51.9%	56.4%	31.3%
2016-17	17.3%	14.9%	14.6%	2.4%	12.9%	18.4%	*	16.7%	-	0.0%	3.6%	11.2%	4.5%

District Name: WILLIS ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District College, Career, and Military Readiness (CCMR)

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.6%	3.3%	0.0%	3.1%	3.6%	*	*	*	11.1%	0.0%	3.9%	0.0%
2016-17	2.2%	2.0%	2.8%	4.8%	1.7%	2.9%	*	0.0%	-	6.7%	3.6%	4.1%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
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)													
2017-18	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%

District Name: WILLIS ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District CCMR-Related Indicators

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	34.9%	36.5%	32.3%	28.9%	42.5%	*	*	*	0.0%	3.7%	29.8%	0.0%
2016-17	23.4%	23.3%	11.3%	11.9%	11.2%	11.0%	*	16.7%	-	13.3%	3.6%	10.7%	4.5%
Mathematics													
2017-18	23.7%	23.8%	21.8%	16.1%	17.2%	25.9%	*	*	*	0.0%	0.0%	17.1%	0.0%
2016-17	19.8%	19.3%	11.3%	16.7%	10.3%	11.0%	*	0.0%	-	13.3%	0.0%	10.2%	4.5%
Both Subjects													
2017-18	18.1%	19.7%	17.8%	12.9%	15.6%	20.2%	*	*	*	0.0%	0.0%	14.9%	0.0%
2016-17	12.9%	13.5%	5.4%	9.5%	6.0%	4.5%	*	0.0%	-	6.7%	0.0%	5.6%	4.5%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	50.9%	61.8%	61.3%	57.8%	65.6%	*	*	*	44.4%	51.9%	59.1%	43.8%
2016-17	50.5%	41.2%	30.1%	19.0%	29.3%	32.7%	*	16.7%	-	26.7%	7.1%	26.5%	31.8%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	6.6%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	2.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	5.7%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2016-17	1.4%	3.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	2.8%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.4%	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													
2018	25.8%	23.1%	10.3%	9.1%	9.0%	11.4%	*	30.0%	*	3.8%	n/a	9.0%	n/a
2017	26.2%	23.3%	12.1%	6.0%	8.9%	14.6%	*	42.9%	*	3.8%	n/a	7.5%	n/a
English Language Arts													
2018	15.3%	11.1%	6.5%	6.5%	5.1%	7.4%	*	10.0%	*	3.8%	n/a	5.4%	n/a
2017	15.9%	10.8%	5.8%	3.6%	4.3%	7.2%	*	14.3%	*	0.0%	n/a	3.7%	n/a
Mathematics													
2018	7.3%	7.7%	0.8%	0.0%	0.0%	1.3%	*	10.0%	*	0.0%	n/a	0.2%	n/a
2017	7.2%	7.7%	0.8%	0.0%	0.4%	1.1%	*	0.0%	*	0.0%	n/a	0.2%	n/a
Science													
2018	10.8%	10.2%	4.4%	2.6%	2.3%	5.5%	*	30.0%	*	3.8%	n/a	3.8%	n/a
2017	10.9%	10.1%	4.2%	1.2%	1.4%	5.5%	*	42.9%	*	3.8%	n/a	2.1%	n/a
Social Studies													
2018	14.5%	12.5%	4.9%	3.9%	3.9%	5.9%	*	10.0%	*	0.0%	n/a	3.8%	n/a
2017	15.0%	13.4%	8.8%	3.6%	5.4%	11.4%	*	28.6%	*	3.8%	n/a	4.8%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	57.8%	48.5%	28.6%	46.4%	50.0%	-	*	-	*	n/a	55.8%	n/a
2017	49.1%	57.0%	39.3%	40.0%	44.0%	39.0%	*	*	-	*	n/a	38.9%	n/a
English Language Arts													
2018	42.5%	53.2%	33.9%	40.0%	18.8%	35.9%	-	*	-	*	n/a	26.9%	n/a
2017	41.3%	49.9%	38.9%	*	16.7%	47.4%	-	*	-	-	n/a	27.8%	n/a
Mathematics													
2018	52.8%	59.5%	12.5%	-	-	14.3%	-	*	-	-	n/a	*	n/a

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

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

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	60.4%	14.3%	-	*	16.7%	-	-	-	-	n/a	*	n/a
2018	38.0%	50.3%	21.4%	*	28.6%	20.7%	-	*	-	*	n/a	33.3%	n/a
2017 Social Studies	38.3%	49.6%	15.4%	*	*	13.8%	*	*	-	*	n/a	10.0%	n/a
2018	44.6%	55.5%	51.1%	*	33.3%	58.1%	-	*	-	-	n/a	55.6%	n/a
2017	41.4%	50.4%	37.8%	*	40.0%	38.3%	*	*	-	*	n/a	26.1%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	61.2%	51.7%	77.4%	40.6%	54.3%	*	*	*	55.6%	n/a	45.0%	n/a
2016-17	73.5%	60.0%	53.6%	71.4%	45.7%	53.5%	100.0%	100.0%	-	46.7%	n/a	42.3%	n/a
At/Above Criterion													
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													
2017-18	1036	1097	1028	969	996	1051	*	*	*	974	n/a	998	n/a
English Language Arts and Writing													
2017-18	521	553	527	492	505	543	*	*	*	516	n/a	514	n/a
Mathematics													
2017-18	515	545	500	477	492	508	*	*	*	458	n/a	483	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	22.4	20.0	15.7	18.7	21.5	*	-	-	-	n/a	18.4	n/a
English Language Arts													
2017-18	20.3	22.1	19.6	14.8	18.8	21.1	*	-	-	-	n/a	18.0	n/a
Mathematics													
2017-18	20.6	22.2	19.4	15.4	17.8	20.9	*	-	-	-	n/a	17.9	n/a
Science													
2017-18	20.9	22.6	20.8	17.1	18.7	22.4	*	-	-	-	n/a	19.1	n/a

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

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

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	40.0%	32.6%	26.1%	26.7%	37.5%	42.9%	66.7%	*	23.3%	4.8%	25.3%	11.4%
2016-17	37.1%	31.5%	19.8%	13.8%	16.5%	22.4%	33.3%	45.5%	*	17.2%	4.2%	15.1%	9.9%
English Language Arts													
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%
2016-17	16.8%	13.0%	13.1%	11.4%	9.9%	15.4%	16.7%	18.2%	*	9.5%	0.7%	8.0%	1.7%
Mathematics													
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%
2016-17	19.5%	18.1%	12.1%	7.8%	8.7%	14.4%	16.7%	42.9%	*	11.1%	0.0%	7.7%	3.4%
Science													
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%
2016-17	5.7%	5.0%	5.4%	4.8%	3.0%	7.0%	*	11.8%	*	5.4%	0.0%	2.7%	0.0%
Social Studies													
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%
2016-17	21.8%	19.3%	10.8%	8.0%	6.6%	14.1%	16.7%	9.5%	*	8.5%	0.0%	6.4%	1.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	51.6%	48.0%	45.2%	47.4%	47.3%	*	100.0%	-	46.7%	17.9%	38.2%	40.9%
2015-16	54.7%	51.2%	49.1%	56.7%	43.4%	51.2%	*	*	*	28.6%	10.0%	40.4%	21.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	64.5%	54.6%	52.6%	39.6%	60.9%	*	50.0%	-	71.4%	20.0%	43.2%	11.1%
2015-16	55.7%	63.4%	55.5%	31.3%	41.8%	65.0%	*	*	*	*	*	37.3%	0.0%

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

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

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	7,469	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	63	0.8%	15,122	0.3%
Pre-Kindergarten	172	2.3%	238,810	4.4%
Kindergarten	485	6.5%	373,435	6.9%
Grade 1	565	7.6%	386,567	7.1%
Grade 2	567	7.6%	387,490	7.2%
Grade 3	593	7.9%	395,637	7.3%
Grade 4	628	8.4%	411,805	7.6%
Grade 5	584	7.8%	417,388	7.7%
Grade 6	569	7.6%	417,587	7.7%
Grade 7	585	7.8%	406,716	7.5%
Grade 8	551	7.4%	404,933	7.5%
Grade 9	714	9.6%	436,449	8.1%
Grade 10	469	6.3%	400,571	7.4%
Grade 11	474	6.3%	372,899	6.9%
Grade 12	450	6.0%	350,991	6.5%
Ethnic Distribution:				
African American	515	6.9%	684,349	12.6%
Hispanic	2,767	37.0%	2,847,629	52.6%
White	3,876	51.9%	1,484,069	27.4%
American Indian	28	0.4%	20,362	0.4%
Asian	44	0.6%	242,247	4.5%
Pacific Islander	4	0.1%	8,254	0.2%
Two or More Races	235	3.1%	129,490	2.4%
Economically Disadvantaged	4,486	60.1%	3,283,812	60.6%
Non-Educationally Disadvantaged	2,983	39.9%	2,132,588	39.4%
Section 504 Students	456	6.1%	354,440	6.5%
English Learners (EL)	1,077	14.4%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	148	1.8%	75,963	1.4%
Students w/ Dyslexia	194	2.6%	194,074	3.6%
At-Risk	3,793	50.8%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	631		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	242	38.4%	221,426	42.4%
Students with Physical Disabilities	135	21.4%	114,118	21.9%
Students with Autism	120	19.0%	71,373	13.7%
Students with Behavioral Disabilities	121	19.2%	107,604	20.6%
Students with Non-Categorical Early Childhood	13	2.1%	7,387	1.4%

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

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

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	0.4%	1.7%	3.8%	6.2%
Grade 1	2.0%	3.1%	5.7%	5.5%
Grade 2	1.3%	1.8%	2.2%	2.3%
Grade 3	1.2%	1.1%	2.1%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.2%	0.5%	1.8%	0.6%
Grade 6	0.4%	0.4%	0.0%	0.5%
Grade 7	1.0%	0.6%	0.0%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.7%
Grade 9	17.2%	7.2%	34.0%	12.7%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	14	0.4%	6,321	0.3%

<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	20.9	18.9
Grade 1	19.8	18.8
Grade 2	19.1	18.7
Grade 3	20.1	18.9
Grade 4	20.0	19.2
Grade 5	23.0	21.2
Grade 6	19.3	20.4
Secondary:		
English/Language Arts	15.9	16.6
Foreign Languages	21.8	18.9
Mathematics	16.7	17.8
Science	18.4	18.9
Social Studies	18.1	19.3

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

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

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	970.5	100.0%	719,502.5	100.0%
Professional Staff:	558.6	57.6%	461,380.1	64.1%
Teachers	434.8	44.8%	358,450.1	49.8%
Professional Support	89.6	9.2%	72,848.5	10.1%
Campus Administration (School Leadership)	27.7	2.9%	21,812.7	3.0%
Central Administration	6.5	0.7%	8,268.8	1.1%
Educational Aides:	106.5	11.0%	74,292.4	10.3%
Auxiliary Staff:	305.4	31.5%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4,414.0	n/a
Part-time	0.0	n/a	572.0	n/a
Counselors				
Full-time	12.0	n/a	12,433.0	n/a
Part-time	2.0	n/a	1,097.0	n/a
Total Minority Staff:	263.3	27.1%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	12.0	2.8%	37,875.6	10.6%
Hispanic	61.8	14.2%	99,261.7	27.7%
White	357.0	82.1%	209,288.6	58.4%
American Indian	1.0	0.2%	1,236.1	0.3%
Asian	1.0	0.2%	6,037.0	1.7%
Pacific Islander	0.0	0.0%	676.7	0.2%
Two or More Races	2.0	0.5%	4,074.5	1.1%
Males	80.8	18.6%	85,138.1	23.8%
Females	353.9	81.4%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	0.5%	4,932.1	1.4%
Bachelors	355.1	81.7%	263,991.5	73.6%
Masters	75.6	17.4%	87,059.6	24.3%
Doctorate	2.0	0.5%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	34.8	8.0%	24,953.3	7.0%
1-5 Years Experience	137.7	31.7%	103,762.4	28.9%
6-10 Years Experience	76.0	17.5%	68,136.0	19.0%
11-20 Years Experience	108.3	24.9%	105,158.7	29.3%
Over 20 Years Experience	77.9	17.9%	56,439.7	15.7%
Number of Students per Teacher	17.2	n/a	15.1	n/a

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

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

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	2.8	6.3
Average Years Experience of Principals with District	2.8	5.4
Average Years Experience of Assistant Principals	6.1	5.3
Average Years Experience of Assistant Principals with District	4.2	4.7
Average Years Experience of Teachers:	10.7	11.1
Average Years Experience of Teachers with District:	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$45,854	\$47,218
1-5 Years Experience	\$50,779	\$50,408
6-10 Years Experience	\$52,839	\$52,786
11-20 Years Experience	\$57,036	\$56,041
Over 20 Years Experience	\$63,917	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$54,658	\$54,122
Professional Support	\$65,409	\$64,069
Campus Administration (School Leadership)	\$78,467	\$78,947
Central Administration	\$142,003	\$103,400
Instructional Staff Percent:	60.4%	64.5%
Turnover Rate for Teachers:	18.8%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6
Contracted Instructional Staff:	1.5	6,043.6

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

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

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	1,017	13.6%	1,066,099	19.7%
Career & Technical Education	1,607	21.5%	1,424,391	26.3%
Gifted & Talented Education	402	5.4%	436,361	8.1%
Special Education	631	8.4%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	12.0	2.8%	23,092.5	6.4%
Career & Technical Education	19.4	4.5%	17,483.0	4.9%
Compensatory Education	0.0	0.0%	9,548.1	2.7%
Gifted & Talented Education	0.0	0.0%	7,164.0	2.0%
Regular Education	334.3	76.9%	255,885.2	71.4%
Special Education	37.2	8.5%	32,449.2	9.1%
Other	31.9	7.3%	12,828.0	3.6%

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

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

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

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **WILLIS H S**

Campus Number: **170904002**

2019 Accountability Rating: **B**

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

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

Total Students: 2,085
 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 (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																	
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%
	2018	77%	75%	75%	71%	68%	80%	75%	92%	*	82%	39%	43%	77%	68%	69%	58%
At Meets Grade Level or Above	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%

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

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

Total Students: 2,085
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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
	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
 2018-19 Campus Progress

Total Students: 2,085
 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 (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
2018-19 Campus Prior Year and Student Success Initiative

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)	
Student Success Initiative														
Grade 8 Reading														
STAAR 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
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 2,085
 Grade Span: 09 - 12
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	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
 2018-19 Campus STAAR Participation

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	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
2018-19 Campus Attendance, Graduation, and Dropout Rates

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.0%	93.3%	92.7%	93.3%	93.5%	94.6%	98.4%	*	91.6%	91.2%	92.6%	93.0%
2016-17	95.7%	95.2%	93.7%	92.9%	93.7%	93.9%	94.0%	96.7%	*	92.6%	92.2%	93.0%	94.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
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%
2016-17	1.9%	1.5%	1.5%	2.0%	2.0%	1.1%	0.0%	0.0%	*	2.7%	2.3%	2.3%	2.1%
4-Year Longitudinal Rate (Gr 9-12)													
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%
Class of 2017													
Graduated	89.7%	89.3%	89.3%	90.7%	81.8%	93.0%	*	100.0%	-	87.5%	84.4%	85.7%	75.9%
Received TxCHSE	0.4%	1.1%	1.1%	0.0%	1.5%	0.8%	*	0.0%	-	6.3%	0.0%	1.2%	0.0%
Continued HS	4.0%	4.6%	4.6%	2.3%	10.2%	2.3%	*	0.0%	-	0.0%	0.0%	4.5%	10.3%
Dropped Out	5.9%	5.0%	5.0%	7.0%	6.6%	3.9%	*	0.0%	-	6.3%	15.6%	8.6%	13.8%
Graduates and TxCHSE	90.1%	90.4%	90.4%	90.7%	83.2%	93.8%	*	100.0%	-	93.8%	84.4%	86.9%	75.9%
Graduates, TxCHSE, and Continuers	94.1%	95.0%	95.0%	93.0%	93.4%	96.1%	*	100.0%	-	93.8%	84.4%	91.4%	86.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%
Class of 2016													
Graduated	91.6%	93.7%	93.7%	91.4%	92.2%	94.3%	*	*	*	100.0%	96.7%	89.2%	81.5%
Received TxCHSE	0.7%	1.1%	1.1%	0.0%	1.6%	1.1%	*	*	*	0.0%	0.0%	0.9%	0.0%
Continued HS	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.2%	5.2%	8.6%	6.2%	4.5%	*	*	*	0.0%	3.3%	9.9%	18.5%
Graduates and TxCHSE	92.2%	94.8%	94.8%	91.4%	93.8%	95.5%	*	*	*	100.0%	96.7%	90.1%	81.5%
Graduates, TxCHSE, and Continuers	93.4%	94.8%	94.8%	91.4%	93.8%	95.5%	*	*	*	100.0%	96.7%	90.1%	81.5%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.9%	93.9%	91.4%	93.0%	94.3%	*	*	*	100.0%	96.7%	89.6%	81.5%

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.1%	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%
Class of 2015													
Graduated	91.8%	93.3%	93.3%	96.9%	92.4%	93.2%	*	83.3%	*	100.0%	76.0%	90.3%	93.8%
Received TxCHSE	1.0%	1.4%	1.4%	0.0%	0.8%	1.7%	*	16.7%	*	0.0%	0.0%	1.0%	0.0%
Continued HS	0.6%	0.2%	0.2%	0.0%	0.8%	0.0%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Dropped Out	6.7%	5.0%	5.0%	3.1%	6.1%	5.1%	*	0.0%	*	0.0%	24.0%	8.2%	6.3%
Graduates and TxCHSE	92.8%	94.7%	94.7%	96.9%	93.2%	94.9%	*	100.0%	*	100.0%	76.0%	91.3%	93.8%
Graduates, TxCHSE, and Continuers	93.3%	95.0%	95.0%	96.9%	93.9%	94.9%	*	100.0%	*	100.0%	76.0%	91.8%	93.8%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	85.5%	85.7%	81.1%	80.0%	89.3%	*	*	*	81.8%	79.4%	82.4%	66.7%
Class of 2017	89.7%	88.6%	88.6%	88.6%	81.2%	92.3%	*	100.0%	-	87.5%	84.4%	85.0%	73.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	*	-	-	-	-	-	-	*	-	*	-
Class of 2017	88.5%	89.1%	89.1%	84.2%	92.8%	87.2%	*	100.0%	-	100.0%	12.0%	85.1%	95.5%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.0%	2.0%	0.0%	1.7%	2.5%	*	*	*	0.0%	14.8%	1.1%	0.0%
Class of 2017	6.0%	0.0%	0.0%	*	*	0.0%	-	-	-	-	*	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.4%	87.4%	93.3%	88.3%	86.3%	*	*	*	87.5%	0.0%	85.7%	78.6%
Class of 2017	60.8%	14.3%	14.3%	*	*	20.0%	-	-	-	-	*	14.3%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.2%	89.2%	93.3%	90.0%	88.8%	*	*	*	77.8%	14.8%	86.3%	78.6%
Class of 2017	85.9%	87.8%	87.8%	82.1%	92.0%	85.8%	*	100.0%	-	100.0%	11.1%	82.8%	95.5%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	37.5%	*	*	*	-	-	-	*	-	*	-
2016-17	87.2%	87.0%	87.0%	78.0%	90.4%	85.8%	*	100.0%	-	100.0%	11.5%	83.1%	95.5%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.7%	1.7%	0.0%	1.6%	2.0%	*	*	*	0.0%	14.8%	1.1%	0.0%
2016-17	7.2%	11.1%	11.1%	*	*	16.7%	-	-	-	-	*	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.2%	87.2%	93.3%	86.3%	86.9%	*	*	*	87.5%	0.0%	84.8%	75.0%
2016-17	56.5%	22.2%	22.2%	*	*	16.7%	-	-	-	-	*	28.6%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	87.9%	87.9%	90.3%	86.7%	88.7%	*	*	*	77.8%	14.8%	85.1%	75.0%
2016-17	84.0%	85.9%	85.9%	76.2%	89.7%	84.5%	*	100.0%	-	100.0%	10.7%	81.1%	95.5%

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

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

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	422	100.0%	422	347,893
By Ethnicity:				
African American	31	7.3%	31	43,502
Hispanic	128	30.3%	128	173,272
White	247	58.5%	247	107,052
American Indian	3	0.7%	3	1,226
Asian	2	0.5%	2	15,589
Pacific Islander	2	0.5%	2	528
Two or More Races	9	2.1%	9	6,724
By Graduation Type:				
Minimum H.S. Program	5	1.2%	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	3	0.7%	3	3,538
Foundation H.S. Program (No Endorsement)	46	10.9%	46	49,432
Foundation H.S. Program (Endorsement)	7	1.7%	7	16,542
Foundation H.S. Program (DLA)	361	85.5%	361	272,526
Special Education Graduates	27	6.4%	27	25,962
Economically Disadvantaged Graduates	181	42.9%	181	166,956
LEP Graduates	16	3.8%	16	21,359
At-Risk Graduates	137	32.5%	137	144,805

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	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)													
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													
2017-18	58.2%	51.2%	51.2%	45.2%	38.3%	58.7%	*	*	*	44.4%	3.7%	43.6%	6.3%
Mathematics													
2017-18	46.0%	29.9%	29.9%	19.4%	21.9%	35.2%	*	*	*	11.1%	0.0%	22.1%	0.0%
Both Subjects													
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													
2017-18	20.7%	17.3%	17.3%	6.5%	10.9%	22.3%	*	*	*	0.0%	0.0%	11.0%	0.0%
2016-17	19.9%	21.6%	21.6%	9.5%	17.2%	25.3%	*	33.3%	-	26.7%	3.6%	13.3%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	9.5%	9.5%	6.5%	10.2%	9.7%	*	*	*	0.0%	0.0%	9.9%	12.5%
2016-17	20.1%	4.9%	4.9%	2.4%	2.6%	6.1%	*	16.7%	-	6.7%	0.0%	2.0%	4.5%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.2%	0.2%	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	41.6%	41.6%	33.9%	39.1%	44.5%	*	*	*	33.3%	100.0%	41.7%	25.0%
2016-17	13.2%	13.1%	13.1%	6.0%	14.2%	13.9%	*	8.3%	-	13.3%	5.4%	14.0%	6.8%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	9.0%	9.0%	3.2%	8.6%	10.5%	*	*	*	0.0%	3.7%	8.8%	12.5%
2016-17	2.7%	3.8%	3.8%	0.0%	7.8%	2.4%	*	0.0%	-	6.7%	0.0%	5.1%	4.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.2%	6.2%	3.2%	4.7%	7.3%	*	*	*	0.0%	96.3%	6.6%	0.0%
2016-17	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	58.8%	58.8%	58.1%	54.7%	62.3%	*	*	*	44.4%	51.9%	56.4%	31.3%
2016-17	17.3%	14.6%	14.6%	2.4%	12.9%	18.4%	*	16.7%	-	0.0%	3.6%	11.2%	4.5%

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.3%	3.3%	0.0%	3.1%	3.6%	*	*	*	11.1%	0.0%	3.9%	0.0%
2016-17	2.2%	2.8%	2.8%	4.8%	1.7%	2.9%	*	0.0%	-	6.7%	3.6%	4.1%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
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)													
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	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
 2018-19 Campus CCMR-Related Indicators

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	36.5%	36.5%	32.3%	28.9%	42.5%	*	*	*	0.0%	3.7%	29.8%	0.0%
2016-17	23.4%	11.3%	11.3%	11.9%	11.2%	11.0%	*	16.7%	-	13.3%	3.6%	10.7%	4.5%
Mathematics													
2017-18	23.7%	21.8%	21.8%	16.1%	17.2%	25.9%	*	*	*	0.0%	0.0%	17.1%	0.0%
2016-17	19.8%	11.3%	11.3%	16.7%	10.3%	11.0%	*	0.0%	-	13.3%	0.0%	10.2%	4.5%
Both Subjects													
2017-18	18.1%	17.8%	17.8%	12.9%	15.6%	20.2%	*	*	*	0.0%	0.0%	14.9%	0.0%
2016-17	12.9%	5.4%	5.4%	9.5%	6.0%	4.5%	*	0.0%	-	6.7%	0.0%	5.6%	4.5%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	61.8%	61.8%	61.3%	57.8%	65.6%	*	*	*	44.4%	51.9%	59.1%	43.8%
2016-17	50.5%	30.1%	30.1%	19.0%	29.3%	32.7%	*	16.7%	-	26.7%	7.1%	26.5%	31.8%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2016-17	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.0%	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													
2018	25.8%	10.3%	10.3%	9.1%	9.0%	11.4%	*	30.0%	*	3.8%	n/a	9.0%	n/a
2017	26.2%	12.1%	12.1%	6.0%	8.9%	14.6%	*	42.9%	*	3.8%	n/a	7.5%	n/a
English Language Arts													
2018	15.3%	6.5%	6.5%	6.5%	5.1%	7.4%	*	10.0%	*	3.8%	n/a	5.4%	n/a
2017	15.9%	5.8%	5.8%	3.6%	4.3%	7.2%	*	14.3%	*	0.0%	n/a	3.7%	n/a
Mathematics													
2018	7.3%	0.8%	0.8%	0.0%	0.0%	1.3%	*	10.0%	*	0.0%	n/a	0.2%	n/a
2017	7.2%	0.8%	0.8%	0.0%	0.4%	1.1%	*	0.0%	*	0.0%	n/a	0.2%	n/a
Science													
2018	10.8%	4.4%	4.4%	2.6%	2.3%	5.5%	*	30.0%	*	3.8%	n/a	3.8%	n/a
2017	10.9%	4.2%	4.2%	1.2%	1.4%	5.5%	*	42.9%	*	3.8%	n/a	2.1%	n/a
Social Studies													
2018	14.5%	4.9%	4.9%	3.9%	3.9%	5.9%	*	10.0%	*	0.0%	n/a	3.8%	n/a
2017	15.0%	8.8%	8.8%	3.6%	5.4%	11.4%	*	28.6%	*	3.8%	n/a	4.8%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	48.5%	48.5%	28.6%	46.4%	50.0%	-	*	-	*	n/a	55.8%	n/a
2017	49.1%	39.3%	39.3%	40.0%	44.0%	39.0%	*	*	-	*	n/a	38.9%	n/a
English Language Arts													
2018	42.5%	33.9%	33.9%	40.0%	18.8%	35.9%	-	*	-	*	n/a	26.9%	n/a
2017	41.3%	38.9%	38.9%	*	16.7%	47.4%	-	*	-	-	n/a	27.8%	n/a
Mathematics													
2018	52.8%	12.5%	12.5%	-	-	14.3%	-	*	-	-	n/a	*	n/a

District Name: WILLIS ISD
 Campus Name: WILLIS H S
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	14.3%	14.3%	-	*	16.7%	-	-	-	-	n/a	*	n/a
2018	38.0%	21.4%	21.4%	*	28.6%	20.7%	-	*	-	*	n/a	33.3%	n/a
2017 Social Studies	38.3%	15.4%	15.4%	*	*	13.8%	*	*	-	*	n/a	10.0%	n/a
2018	44.6%	51.1%	51.1%	*	33.3%	58.1%	-	*	-	-	n/a	55.6%	n/a
2017	41.4%	37.8%	37.8%	*	40.0%	38.3%	*	*	-	*	n/a	26.1%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	51.7%	51.7%	77.4%	40.6%	54.3%	*	*	*	55.6%	n/a	45.0%	n/a
2016-17	73.5%	53.6%	53.6%	71.4%	45.7%	53.5%	100.0%	100.0%	-	46.7%	n/a	42.3%	n/a
At/Above Criterion													
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													
2017-18	1036	1028	1028	969	996	1051	*	*	*	974	n/a	998	n/a
English Language Arts and Writing													
2017-18	521	527	527	492	505	543	*	*	*	516	n/a	514	n/a
Mathematics													
2017-18	515	500	500	477	492	508	*	*	*	458	n/a	483	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.0	20.0	15.7	18.7	21.5	*	-	-	-	n/a	18.4	n/a
English Language Arts													
2017-18	20.3	19.6	19.6	14.8	18.8	21.1	*	-	-	-	n/a	18.0	n/a
Mathematics													
2017-18	20.6	19.4	19.4	15.4	17.8	20.9	*	-	-	-	n/a	17.9	n/a
Science													
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
2018-19 Campus Other Postsecondary Indicators

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	32.6%	32.6%	26.3%	26.6%	37.5%	42.9%	66.7%	*	23.3%	4.8%	25.2%	11.4%
2016-17	37.1%	19.8%	19.8%	13.8%	16.5%	22.4%	33.3%	45.5%	*	17.2%	4.2%	15.1%	9.9%
English Language Arts													
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%
2016-17	16.8%	13.1%	13.1%	11.4%	9.9%	15.4%	16.7%	18.2%	*	9.5%	0.7%	8.0%	1.7%
Mathematics													
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%
2016-17	19.5%	12.1%	12.1%	7.8%	8.7%	14.4%	16.7%	42.9%	*	11.1%	0.0%	7.7%	3.4%
Science													
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%
2016-17	5.7%	5.4%	5.4%	4.8%	3.0%	7.0%	*	11.8%	*	5.4%	0.0%	2.7%	0.0%
Social Studies													
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%
2016-17	21.8%	10.8%	10.8%	8.0%	6.6%	14.1%	16.7%	9.5%	*	8.5%	0.0%	6.4%	1.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	48.0%	48.0%	45.2%	47.4%	47.3%	*	100.0%	-	46.7%	17.9%	38.2%	40.9%
2015-16	54.7%	49.1%	49.1%	56.7%	43.4%	51.2%	*	*	*	28.6%	10.0%	40.4%	21.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	54.6%	54.6%	52.6%	39.6%	60.9%	*	50.0%	-	71.4%	20.0%	43.2%	11.1%
2015-16	55.7%	55.5%	55.5%	31.3%	41.8%	65.0%	*	*	*	*	*	37.3%	0.0%

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

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

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

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	2,085	100.0%	7,469	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.8%	0.3%
Pre-Kindergarten	0	0.0%	2.3%	4.4%
Kindergarten	0	0.0%	6.5%	6.9%
Grade 1	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	7.6%	7.2%
Grade 3	0	0.0%	7.9%	7.3%
Grade 4	0	0.0%	8.4%	7.6%
Grade 5	0	0.0%	7.8%	7.7%
Grade 6	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.5%
Grade 8	0	0.0%	7.4%	7.5%
Grade 9	703	33.7%	9.6%	8.1%
Grade 10	463	22.2%	6.3%	7.4%
Grade 11	470	22.5%	6.3%	6.9%
Grade 12	449	21.5%	6.0%	6.5%
Ethnic Distribution:				
African American	163	7.8%	6.9%	12.6%
Hispanic	759	36.4%	37.0%	52.6%
White	1,072	51.4%	51.9%	27.4%
American Indian	7	0.3%	0.4%	0.4%
Asian	15	0.7%	0.6%	4.5%
Pacific Islander	1	0.0%	0.1%	0.2%
Two or More Races	68	3.3%	3.1%	2.4%
Economically Disadvantaged	1,131	54.2%	60.1%	60.6%
Non-Educationally Disadvantaged	954	45.8%	39.9%	39.4%
Section 504 Students	141	6.8%	6.1%	6.5%
English Learners (EL)	210	10.1%	14.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	80	3.5%	1.8%	1.4%
Students w/ Dyslexia	61	2.9%	2.6%	3.6%
At-Risk	990	47.5%	50.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	151			
By Type of Primary Disability				
Students with Intellectual Disabilities	91	60.3%	38.4%	42.4%
Students with Physical Disabilities	*	*	21.4%	21.9%
Students with Autism	**	**	19.0%	13.7%
Students with Behavioral Disabilities	36	23.8%	19.2%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	450	19.9%	19.0%	15.4%

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

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

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

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	79	3.5%		
Hispanic	133	5.9%		
White	218	9.6%		
American Indian	2	0.1%		
Asian	1	0.0%		
Pacific Islander	1	0.0%		
Two or More Races	16	0.7%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.4%	1.7%	-	3.8%	6.2%
Grade 1	-	2.0%	3.1%	-	5.7%	5.5%
Grade 2	-	1.3%	1.8%	-	2.2%	2.3%
Grade 3	-	1.2%	1.1%	-	2.1%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.8%	0.6%
Grade 6	-	0.4%	0.4%	-	0.0%	0.5%
Grade 7	-	1.0%	0.6%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	17.3%	17.2%	7.2%	31.4%	34.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	18.9
Grade 1	-	19.8	18.8
Grade 2	-	19.1	18.7
Grade 3	-	20.1	18.9
Grade 4	-	20.0	19.2
Grade 5	-	23.0	21.2
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	17.0	15.9	16.6
Foreign Languages	21.3	21.8	18.9
Mathematics	17.1	16.7	17.8
Science	19.6	18.4	18.9
Social Studies	19.0	18.1	19.3

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

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

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

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	147.1	100.0%	100.0%	100.0%
Professional Staff:	137.2	93.3%	57.6%	64.1%
Teachers	120.5	81.9%	44.8%	49.8%
Professional Support	9.0	6.1%	9.2%	10.1%
Campus Administration (School Leadership)	7.7	5.3%	2.9%	3.0%
Educational Aides:	9.9	6.7%	11.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	5.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	2.0	1,097.0
Total Minority Staff:	18.9	12.8%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	4.0	3.3%	2.8%	10.6%
Hispanic	6.0	5.0%	14.2%	27.7%
White	110.5	91.7%	82.1%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	46.7	38.8%	18.6%	23.8%
Females	73.8	61.2%	81.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	1.7%	0.5%	1.4%
Bachelors	81.7	67.8%	81.7%	73.6%
Masters	35.8	29.7%	17.4%	24.3%
Doctorate	1.0	0.8%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	12.9	10.7%	8.0%	7.0%
1-5 Years Experience	32.8	27.2%	31.7%	28.9%
6-10 Years Experience	19.0	15.8%	17.5%	19.0%
11-20 Years Experience	32.0	26.6%	24.9%	29.3%
Over 20 Years Experience	23.8	19.7%	17.9%	15.7%
Number of Students per Teacher	17.3	n/a	17.2	15.1

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

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

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

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	2.8	6.3
Average Years Experience of Principals with District	1.0	2.8	5.4
Average Years Experience of Assistant Principals	5.0	6.1	5.3
Average Years Experience of Assistant Principals with District	4.2	4.2	4.7
Average Years Experience of Teachers:	11.4	10.7	11.1
Average Years Experience of Teachers with District:	6.5	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,530	\$45,854	\$47,218
1-5 Years Experience	\$52,113	\$50,779	\$50,408
6-10 Years Experience	\$52,995	\$52,839	\$52,786
11-20 Years Experience	\$56,911	\$57,036	\$56,041
Over 20 Years Experience	\$65,131	\$63,917	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$55,495	\$54,658	\$54,122
Professional Support	\$67,836	\$65,409	\$64,069
Campus Administration (School Leadership)	\$77,413	\$78,467	\$78,947
Instructional Staff Percent:	n/a	60.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	1.5	6,043.6

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

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

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

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	205	9.8%	13.6%	19.7%
Career & Technical Education	1,605	77.0%	21.5%	26.3%
Gifted & Talented Education	106	5.1%	5.4%	8.1%
Special Education	151	7.2%	8.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.8	1.5%	2.8%	6.4%
Career & Technical Education	19.2	16.0%	4.5%	4.9%
Compensatory Education	0.0	0.0%	0.0%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	72.4	60.1%	76.9%	71.4%
Special Education	9.9	8.2%	8.5%	9.1%
Other	17.2	14.3%	7.3%	3.6%

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **STUBBLEFIELD ALTERNATIVE ACADEMY**

Campus Number: **170904003**

2019 Accountability Rating: **Not Rated**

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District Name: WILLIS ISD
Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY
Campus Number: 170904003

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

Total Students: 26
Grade Span: 04 - 12
School Type: Elementary/Secondary

There is no data for this campus.

District Name: WILLIS ISD
Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY
Campus Number: 170904003

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

Total Students: 26
Grade Span: 04 - 12
School Type: Elementary/Secondary

There is no data for this campus.

District Name: WILLIS ISD
Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY
Campus Number: 170904003

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

Total Students: 26
Grade Span: 04 - 12
School Type: Elementary/Secondary

			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%	*	-	*	-	-	-	-	*	*	*	-
Grade 8 Mathematics															
STAAR Non-Proficient Students Promoted by Grade Placement Committee															
2018			98%	100%	*	-	-	-	-	-	-	*	-	*	-

District Name: WILLIS ISD
Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY
Campus Number: 170904003

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

Total Students: 26
Grade Span: 04 - 12
(Current EL Students)

There is no data for this campus.

District Name: WILLIS ISD
 Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY
 Campus Number: 170904003

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

Total Students: 26
 Grade Span: 04 - 12
 School Type: Elementary/Secondary

	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: STUBBLEFIELD ALTERNATIVE ACADEMY

Campus Number: 170904003

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

Total Students: 26

Grade Span: 04 - 12

School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.0%	87.9%	82.7%	93.9%	88.6%	-	-	-	*	*	87.0%	*
2016-17	95.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.9%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD

Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY

Campus Number: 170904003

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

Total Students: 26

Grade Span: 04 - 12

School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY
 Campus Number: 170904003

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

Total Students: 26
 Grade Span: 04 - 12
 School Type: Elementary/Secondary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	422	347,893
By Ethnicity:				
African American	-	-	31	43,502
Hispanic	-	-	128	173,272
White	-	-	247	107,052
American Indian	-	-	3	1,226
Asian	-	-	2	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	46	49,432
Foundation H.S. Program (Endorsement)	-	-	7	16,542
Foundation H.S. Program (DLA)	-	-	361	272,526
Special Education Graduates	-	-	27	25,962
Economically Disadvantaged Graduates	-	-	181	166,956
LEP Graduates	-	-	16	21,359
At-Risk Graduates	-	-	137	144,805

District Name: WILLIS ISD

Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY

Campus Number: 170904003

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

Total Students: 26
 Grade Span: 04 - 12
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY
Campus Number: 170904003

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

Total Students: 26
Grade Span: 04 - 12
School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY
 Campus Number: 170904003

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

Total Students: 26
 Grade Span: 04 - 12
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY
 Campus Number: 170904003

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

Total Students: 26
 Grade Span: 04 - 12
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY
 Campus Number: 170904003

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

Total Students: 26
 Grade Span: 04 - 12
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	32.6%	7.7%	*	*	0.0%	-	-	-	-	*	12.5%	-
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	13.8%	0.0%	*	*	0.0%	-	-	-	-	*	0.0%	-
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	13.2%	8.3%	*	*	0.0%	-	-	-	-	*	14.3%	-
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	19.7%	14.3%	*	*	*	-	-	-	-	-	20.0%	-
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	11.7%	0.0%	*	*	0.0%	-	-	-	-	*	0.0%	-
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY
 Campus Number: 170904003

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

Total Students: 26
 Grade Span: 04 - 12
 School Type: Elementary/Secondary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	26	100.0%	7,469	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.8%	0.3%
Pre-Kindergarten	0	0.0%	2.3%	4.4%
Kindergarten	0	0.0%	6.5%	6.9%
Grade 1	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	7.6%	7.2%
Grade 3	0	0.0%	7.9%	7.3%
Grade 4	1	3.8%	8.4%	7.6%
Grade 5	0	0.0%	7.8%	7.7%
Grade 6	0	0.0%	7.6%	7.7%
Grade 7	2	7.7%	7.8%	7.5%
Grade 8	4	15.4%	7.4%	7.5%
Grade 9	9	34.6%	9.6%	8.1%
Grade 10	6	23.1%	6.3%	7.4%
Grade 11	3	11.5%	6.3%	6.9%
Grade 12	1	3.8%	6.0%	6.5%
Ethnic Distribution:				
African American	3	11.5%	6.9%	12.6%
Hispanic	7	26.9%	37.0%	52.6%
White	14	53.8%	51.9%	27.4%
American Indian	1	3.8%	0.4%	0.4%
Asian	0	0.0%	0.6%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	1	3.8%	3.1%	2.4%
Economically Disadvantaged	23	88.5%	60.1%	60.6%
Non-Educationally Disadvantaged	3	11.5%	39.9%	39.4%
Section 504 Students	2	7.7%	6.1%	6.5%
English Learners (EL)	4	15.4%	14.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	12	7.9%	1.8%	1.4%
Students w/ Dyslexia	1	3.8%	2.6%	3.6%
At-Risk	26	100.0%	50.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	5			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	38.4%	42.4%
Students with Physical Disabilities	0	0.0%	21.4%	21.9%
Students with Autism	0	0.0%	19.0%	13.7%
Students with Behavioral Disabilities	*	*	19.2%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	151	100.0%	19.0%	15.4%

District Name: WILLIS ISD
 Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY
 Campus Number: 170904003

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

Total Students: 26
 Grade Span: 04 - 12
 School Type: Elementary/Secondary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	31	20.5%		
Hispanic	52	34.4%		
White	64	42.4%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	4	2.6%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.4%	1.7%	-	3.8%	6.2%
Grade 1	-	2.0%	3.1%	-	5.7%	5.5%
Grade 2	-	1.3%	1.8%	-	2.2%	2.3%
Grade 3	-	1.2%	1.1%	-	2.1%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.8%	0.6%
Grade 6	-	0.4%	0.4%	-	0.0%	0.5%
Grade 7	-	1.0%	0.6%	-	0.0%	0.6%
Grade 8	0.0%	0.0%	0.4%	-	0.0%	0.7%
Grade 9	0.0%	17.2%	7.2%	100.0%	34.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	18.9
Grade 1	-	19.8	18.8
Grade 2	-	19.1	18.7
Grade 3	-	20.1	18.9
Grade 4	1.0	20.0	19.2
Grade 5	-	23.0	21.2
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	2.2	15.9	16.6
Foreign Languages	-	21.8	18.9
Mathematics	2.1	16.7	17.8
Science	2.2	18.4	18.9
Social Studies	2.4	18.1	19.3

District Name: WILLIS ISD
 Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY
 Campus Number: 170904003

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

Total Students: 26
 Grade Span: 04 - 12
 School Type: Elementary/Secondary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	10.0	100.0%	100.0%	100.0%
Professional Staff:	9.0	90.0%	57.6%	64.1%
Teachers	7.0	70.0%	44.8%	49.8%
Professional Support	0.0	0.0%	9.2%	10.1%
Campus Administration (School Leadership)	2.0	20.0%	2.9%	3.0%
Educational Aides:	1.0	10.0%	11.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	0.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	2.0	1,097.0
Total Minority Staff:	1.0	10.0%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	14.3%	2.8%	10.6%
Hispanic	0.0	0.0%	14.2%	27.7%
White	6.0	85.7%	82.1%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	2.0	28.6%	18.6%	23.8%
Females	5.0	71.4%	81.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.4%
Bachelors	6.0	85.7%	81.7%	73.6%
Masters	1.0	14.3%	17.4%	24.3%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	8.0%	7.0%
1-5 Years Experience	0.0	0.0%	31.7%	28.9%
6-10 Years Experience	1.0	14.3%	17.5%	19.0%
11-20 Years Experience	1.0	14.3%	24.9%	29.3%
Over 20 Years Experience	5.0	71.4%	17.9%	15.7%
Number of Students per Teacher	3.7	n/a	17.2	15.1

District Name: WILLIS ISD
 Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY
 Campus Number: 170904003

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

Total Students: 26
 Grade Span: 04 - 12
 School Type: Elementary/Secondary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	2.8	6.3
Average Years Experience of Principals with District	4.0	2.8	5.4
Average Years Experience of Assistant Principals	2.0	6.1	5.3
Average Years Experience of Assistant Principals with District	2.0	4.2	4.7
Average Years Experience of Teachers:	21.1	10.7	11.1
Average Years Experience of Teachers with District:	19.3	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$45,854	\$47,218
1-5 Years Experience	-	\$50,779	\$50,408
6-10 Years Experience	\$53,220	\$52,839	\$52,786
11-20 Years Experience	\$57,280	\$57,036	\$56,041
Over 20 Years Experience	\$62,160	\$63,917	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$60,186	\$54,658	\$54,122
Professional Support	-	\$65,409	\$64,069
Campus Administration (School Leadership)	\$72,037	\$78,467	\$78,947
Instructional Staff Percent:	n/a	60.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	1.5	6,043.6

District Name: WILLIS ISD
 Campus Name: STUBBLEFIELD ALTERNATIVE ACADEMY
 Campus Number: 170904003

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

Total Students: 26
 Grade Span: 04 - 12
 School Type: Elementary/Secondary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	4	15.4%	13.6%	19.7%
Career & Technical Education	2	7.7%	21.5%	26.3%
Gifted & Talented Education	1	3.8%	5.4%	8.1%
Special Education	5	19.2%	8.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.8%	6.4%
Career & Technical Education	0.2	2.3%	4.5%	4.9%
Compensatory Education	0.0	0.0%	0.0%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	6.5	93.3%	76.9%	71.4%
Special Education	0.1	1.1%	8.5%	9.1%
Other	0.2	3.4%	7.3%	3.6%

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

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

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

'***1' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **JJAEP**

Campus Number: **170904004**

2019 Accountability Rating: **Not Rated**

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District Name: WILLIS ISD
Campus Name: JJAEP
Campus Number: 170904004

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

Total Students: 3
Grade Span: 09 - 11
School Type: High School

There is no data for this campus.

District Name: WILLIS ISD
Campus Name: JJAEP
Campus Number: 170904004

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

Total Students: 3
Grade Span: 09 - 11
School Type: High School

There is no data for this campus.

District Name: WILLIS ISD
Campus Name: JJAEP
Campus Number: 170904004

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

Total Students: 3
Grade Span: 09 - 11
School Type: High School

There is no data for this campus.

District Name: WILLIS ISD
Campus Name: JJAEP
Campus Number: 170904004

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

Total Students: 3
Grade Span: 09 - 11
(Current EL Students)

There is no data for this campus.

District Name: WILLIS ISD
 Campus Name: JJAEP
 Campus Number: 170904004

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

Total Students: 3
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
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: JJAEP
 Campus Number: 170904004

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

Total Students: 3
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.0%	*	*	*	*	-	-	-	-	-	*	-
2016-17	95.7%	95.2%	*	-	*	*	-	-	-	-	-	*	-
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	*	-	*	-	-	-	-	-	-	*	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.9%	*	*	-	*	-	-	-	-	-	*	-
2016-17	1.9%	1.5%	*	-	*	*	-	-	-	-	-	*	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: JJAEP
 Campus Number: 170904004

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

Total Students: 3
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: JJAEP
 Campus Number: 170904004

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

Total Students: 3
 Grade Span: 09 - 11
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	422	347,893
By Ethnicity:				
African American	-	-	31	43,502
Hispanic	-	-	128	173,272
White	-	-	247	107,052
American Indian	-	-	3	1,226
Asian	-	-	2	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	46	49,432
Foundation H.S. Program (Endorsement)	-	-	7	16,542
Foundation H.S. Program (DLA)	-	-	361	272,526
Special Education Graduates	-	-	27	25,962
Economically Disadvantaged Graduates	-	-	181	166,956
LEP Graduates	-	-	16	21,359
At-Risk Graduates	-	-	137	144,805

District Name: WILLIS ISD
 Campus Name: JJAEP
 Campus Number: 170904004

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

Total Students: 3
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: JJAEP
Campus Number: 170904004

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

Total Students: 3
Grade Span: 09 - 11
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: JJAEP
 Campus Number: 170904004

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

Total Students: 3
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: JJAEP
 Campus Number: 170904004

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

Total Students: 3
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: JJAEP
 Campus Number: 170904004

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

Total Students: 3
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: JJAEP
Campus Number: 170904004

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

Total Students: 3
Grade Span: 09 - 11
School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	3	100.0%	7,469	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.8%	0.3%
Pre-Kindergarten	0	0.0%	2.3%	4.4%
Kindergarten	0	0.0%	6.5%	6.9%
Grade 1	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	7.6%	7.2%
Grade 3	0	0.0%	7.9%	7.3%
Grade 4	0	0.0%	8.4%	7.6%
Grade 5	0	0.0%	7.8%	7.7%
Grade 6	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.5%
Grade 8	0	0.0%	7.4%	7.5%
Grade 9	2	66.7%	9.6%	8.1%
Grade 10	0	0.0%	6.3%	7.4%
Grade 11	1	33.3%	6.3%	6.9%
Grade 12	0	0.0%	6.0%	6.5%
Ethnic Distribution:				
African American	0	0.0%	6.9%	12.6%
Hispanic	0	0.0%	37.0%	52.6%
White	3	100.0%	51.9%	27.4%
American Indian	0	0.0%	0.4%	0.4%
Asian	0	0.0%	0.6%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	3.1%	2.4%
Economically Disadvantaged	3	100.0%	60.1%	60.6%
Non-Educationally Disadvantaged	0	0.0%	39.9%	39.4%
Section 504 Students	0	0.0%	6.1%	6.5%
English Learners (EL)	0	0.0%	14.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.8%	1.4%
Students w/ Dyslexia	0	0.0%	2.6%	3.6%
At-Risk	2	66.7%	50.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	*			
By Type of Primary Disability				
Students with Intellectual Disabilities	0	0.0%	38.4%	42.4%
Students with Physical Disabilities	0	0.0%	21.4%	21.9%
Students with Autism	0	0.0%	19.0%	13.7%
Students with Behavioral Disabilities	*	*	19.2%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	7	100.0%	19.0%	15.4%

District Name: WILLIS ISD
 Campus Name: JJAEP
 Campus Number: 170904004

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

Total Students: 3
 Grade Span: 09 - 11
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	2	28.6%		
Hispanic	3	42.9%		
White	2	28.6%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.4%	1.7%	-	3.8%	6.2%
Grade 1	-	2.0%	3.1%	-	5.7%	5.5%
Grade 2	-	1.3%	1.8%	-	2.2%	2.3%
Grade 3	-	1.2%	1.1%	-	2.1%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.8%	0.6%
Grade 6	0.0%	0.4%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	1.0%	0.6%	-	0.0%	0.6%
Grade 8	0.0%	0.0%	0.4%	-	0.0%	0.7%
Grade 9	0.0%	17.2%	7.2%	-	34.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	18.9
Grade 1	-	19.8	18.8
Grade 2	-	19.1	18.7
Grade 3	-	20.1	18.9
Grade 4	-	20.0	19.2
Grade 5	-	23.0	21.2
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	15.9	16.6
Foreign Languages	-	21.8	18.9
Mathematics	-	16.7	17.8
Science	-	18.4	18.9
Social Studies	-	18.1	19.3

District Name: WILLIS ISD
Campus Name: JJAEP
Campus Number: 170904004

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

Total Students: 3
Grade Span: 09 - 11
School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	57.6%	64.1%
Teachers	-	-	44.8%	49.8%
Professional Support	-	-	9.2%	10.1%
Campus Administration (School Leadership)	-	-	2.9%	3.0%
Educational Aides:	-	-	11.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	-	n/a	0.0	4,414.0
Part-time	-	n/a	0.0	572.0
Counselors				
Full-time	-	n/a	12.0	12,433.0
Part-time	-	n/a	2.0	1,097.0
Total Minority Staff:	-	-	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	-	-	2.8%	10.6%
Hispanic	-	-	14.2%	27.7%
White	-	-	82.1%	58.4%
American Indian	-	-	0.2%	0.3%
Asian	-	-	0.2%	1.7%
Pacific Islander	-	-	0.0%	0.2%
Two or More Races	-	-	0.5%	1.1%
Males	-	-	18.6%	23.8%
Females	-	-	81.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	-	-	0.5%	1.4%
Bachelors	-	-	81.7%	73.6%
Masters	-	-	17.4%	24.3%
Doctorate	-	-	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	-	-	8.0%	7.0%
1-5 Years Experience	-	-	31.7%	28.9%
6-10 Years Experience	-	-	17.5%	19.0%
11-20 Years Experience	-	-	24.9%	29.3%
Over 20 Years Experience	-	-	17.9%	15.7%
Number of Students per Teacher	-	n/a	17.2	15.1

District Name: WILLIS ISD
 Campus Name: JJAEP
 Campus Number: 170904004

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

Total Students: 3
 Grade Span: 09 - 11
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	2.8	6.3
Average Years Experience of Principals with District	-	2.8	5.4
Average Years Experience of Assistant Principals	-	6.1	5.3
Average Years Experience of Assistant Principals with District	-	4.2	4.7
Average Years Experience of Teachers:	-	10.7	11.1
Average Years Experience of Teachers with District:	-	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$45,854	\$47,218
1-5 Years Experience	-	\$50,779	\$50,408
6-10 Years Experience	-	\$52,839	\$52,786
11-20 Years Experience	-	\$57,036	\$56,041
Over 20 Years Experience	-	\$63,917	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	-	\$54,658	\$54,122
Professional Support	-	\$65,409	\$64,069
Campus Administration (School Leadership)	-	\$78,467	\$78,947
Instructional Staff Percent:	n/a	60.4%	64.5%
Contracted Instructional Staff (not incl. above):	-	1.5	6,043.6

District Name: WILLIS ISD
 Campus Name: JJAEP
 Campus Number: 170904004

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

Total Students: 3
 Grade Span: 09 - 11
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	13.6%	19.7%
Career & Technical Education	0	0.0%	21.5%	26.3%
Gifted & Talented Education	1	33.3%	5.4%	8.1%
Special Education	1	33.3%	8.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	2.8%	6.4%
Career & Technical Education	-	-	4.5%	4.9%
Compensatory Education	-	-	0.0%	2.7%
Gifted & Talented Education	-	-	0.0%	2.0%
Regular Education	-	-	76.9%	71.4%
Special Education	-	-	8.5%	9.1%
Other	-	-	7.3%	3.6%

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **LYNN LUCAS MIDDLE**

Campus Number: **170904042**

2019 Accountability Rating: **D**

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

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

Total Students: 810
Grade Span: 06 - 08
School Type: Middle

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

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

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

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

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

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

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	28%	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 ^A																	
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%
	2018	48%	45%	31%	25%	26%	37%	23%	17%	-	23%	20%	23%	31%	30%	27%	19%
At Masters Grade Level	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%
At Meets Grade Level or Above	2019	48%	43%	34%	27%	30%	41%	*	*	*	26%	21%	15%	34%	35%	30%	20%
	2018	46%	41%	32%	23%	27%	38%	*	*	-	28%	25%	20%	32%	32%	27%	20%
At Masters Grade Level	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%

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

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

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	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%
At Meets Grade Level or Above	2019	52%	49%	34%	21%	34%	38%	*	*	*	23%	24%	31%	36%	31%	31%	26%
	2018	50%	49%	30%	31%	25%	35%	*	*	-	19%	22%	30%	31%	28%	27%	20%
At Masters Grade Level	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%
At Meets Grade Level or Above	2019	38%	31%	25%	25%	22%	28%	*	*	-	18%	10%	*	33%	10%	24%	16%
	2018	41%	38%	28%	26%	24%	33%	*	*	-	20%	26%	0%	28%	28%	23%	19%
At Masters Grade Level	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%
At Meets Grade Level or Above	2019	54%	51%	41%	32%	33%	52%	-	*	-	36%	40%	20%	39%	45%	36%	20%
	2018	51%	46%	35%	19%	26%	46%	*	-	-	18%	10%	*	37%	32%	31%	14%
At Masters Grade Level	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%
At Meets Grade Level or Above	2019	55%	52%	29%	27%	21%	38%	-	*	-	21%	25%	0%	28%	32%	23%	13%
	2018	53%	48%	29%	16%	23%	35%	*	-	-	27%	10%	*	28%	31%	25%	14%
At Masters Grade Level	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
 2018-19 Campus Progress

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
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	63	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	84	79	74	62	82	69	*	*	-	63	53	75	74	73	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
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
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
 2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 810
 Grade Span: 06 - 08
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	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%
	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%

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

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

Total Students: 810
Grade Span: 06 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	37%	29%	-	-	-	-	-	25%	25%	-	*	25%	24%
	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
 2018-19 Campus STAAR Participation

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	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
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.0%	95.0%	94.5%	96.1%	94.2%	*	*	-	94.8%	92.3%	95.0%	97.1%
2016-17	95.7%	95.2%	94.8%	95.5%	95.8%	94.0%	*	*	*	94.2%	93.6%	94.8%	96.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	0.2%	0.0%	0.0%	0.3%	*	*	-	0.0%	1.3%	0.2%	0.0%
2016-17	0.3%	0.2%	0.3%	0.0%	0.5%	0.3%	*	-	*	0.0%	1.2%	0.4%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: LYNN LUCAS MIDDLE
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	422	347,893
By Ethnicity:				
African American	-	-	31	43,502
Hispanic	-	-	128	173,272
White	-	-	247	107,052
American Indian	-	-	3	1,226
Asian	-	-	2	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	46	49,432
Foundation H.S. Program (Endorsement)	-	-	7	16,542
Foundation H.S. Program (DLA)	-	-	361	272,526
Special Education Graduates	-	-	27	25,962
Economically Disadvantaged Graduates	-	-	181	166,956
LEP Graduates	-	-	16	21,359
At-Risk Graduates	-	-	137	144,805

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

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

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

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

Total Students: 810
 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)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

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

Total Students: 810
 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)
2017 Science	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
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
2018-19 Campus Other Postsecondary Indicators

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 810
Grade Span: 06 - 08
School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	810	100.0%	7,469	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.8%	0.3%
Pre-Kindergarten	0	0.0%	2.3%	4.4%
Kindergarten	0	0.0%	6.5%	6.9%
Grade 1	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	7.6%	7.2%
Grade 3	0	0.0%	7.9%	7.3%
Grade 4	0	0.0%	8.4%	7.6%
Grade 5	0	0.0%	7.8%	7.7%
Grade 6	271	33.5%	7.6%	7.7%
Grade 7	281	34.7%	7.8%	7.5%
Grade 8	258	31.9%	7.4%	7.5%
Grade 9	0	0.0%	9.6%	8.1%
Grade 10	0	0.0%	6.3%	7.4%
Grade 11	0	0.0%	6.3%	6.9%
Grade 12	0	0.0%	6.0%	6.5%
Ethnic Distribution:				
African American	60	7.4%	6.9%	12.6%
Hispanic	333	41.1%	37.0%	52.6%
White	377	46.5%	51.9%	27.4%
American Indian	3	0.4%	0.4%	0.4%
Asian	3	0.4%	0.6%	4.5%
Pacific Islander	1	0.1%	0.1%	0.2%
Two or More Races	33	4.1%	3.1%	2.4%
Economically Disadvantaged	571	70.5%	60.1%	60.6%
Non-Educationally Disadvantaged	239	29.5%	39.9%	39.4%
Section 504 Students	44	5.4%	6.1%	6.5%
English Learners (EL)	126	15.6%	14.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	26	2.8%	1.8%	1.4%
Students w/ Dyslexia	26	3.2%	2.6%	3.6%
At-Risk	470	58.0%	50.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	72			
By Type of Primary Disability				
Students with Intellectual Disabilities	39	54.2%	38.4%	42.4%
Students with Physical Disabilities	*	*	21.4%	21.9%
Students with Autism	**	**	19.0%	13.7%
Students with Behavioral Disabilities	17	23.6%	19.2%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	177	18.8%	19.0%	15.4%

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

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

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	29	3.1%		
Hispanic	57	6.1%		
White	86	9.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	5	0.5%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.4%	1.7%	-	3.8%	6.2%
Grade 1	-	2.0%	3.1%	-	5.7%	5.5%
Grade 2	-	1.3%	1.8%	-	2.2%	2.3%
Grade 3	-	1.2%	1.1%	-	2.1%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.8%	0.6%
Grade 6	0.0%	0.4%	0.4%	0.0%	0.0%	0.5%
Grade 7	1.6%	1.0%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.7%
Grade 9	-	17.2%	7.2%	-	34.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	18.9
Grade 1	-	19.8	18.8
Grade 2	-	19.1	18.7
Grade 3	-	20.1	18.9
Grade 4	-	20.0	19.2
Grade 5	-	23.0	21.2
Grade 6	18.0	19.3	20.4
Secondary:			
English/Language Arts	15.5	15.9	16.6
Foreign Languages	20.0	21.8	18.9
Mathematics	16.9	16.7	17.8
Science	17.7	18.4	18.9
Social Studies	17.1	18.1	19.3

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

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

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	63.4	100.0%	100.0%	100.0%
Professional Staff:	54.6	86.1%	57.6%	64.1%
Teachers	49.4	78.0%	44.8%	49.8%
Professional Support	2.2	3.4%	9.2%	10.1%
Campus Administration (School Leadership)	3.0	4.7%	2.9%	3.0%
Educational Aides:	8.8	13.9%	11.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	12.0	12,433.0
Part-time	1.0	n/a	2.0	1,097.0
Total Minority Staff:	14.7	23.1%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	2.0	4.0%	2.8%	10.6%
Hispanic	6.9	13.9%	14.2%	27.7%
White	40.6	82.1%	82.1%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	11.9	24.0%	18.6%	23.8%
Females	37.6	76.0%	81.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.4%
Bachelors	41.6	84.1%	81.7%	73.6%
Masters	7.8	15.9%	17.4%	24.3%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.9	9.9%	8.0%	7.0%
1-5 Years Experience	21.0	42.5%	31.7%	28.9%
6-10 Years Experience	8.0	16.2%	17.5%	19.0%
11-20 Years Experience	9.6	19.3%	24.9%	29.3%
Over 20 Years Experience	6.0	12.1%	17.9%	15.7%
Number of Students per Teacher	16.4	n/a	17.2	15.1

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

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

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	2.8	6.3
Average Years Experience of Principals with District	4.0	2.8	5.4
Average Years Experience of Assistant Principals	11.5	6.1	5.3
Average Years Experience of Assistant Principals with District	7.5	4.2	4.7
Average Years Experience of Teachers:	8.5	10.7	11.1
Average Years Experience of Teachers with District:	5.3	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$42,465	\$45,854	\$47,218
1-5 Years Experience	\$50,849	\$50,779	\$50,408
6-10 Years Experience	\$53,008	\$52,839	\$52,786
11-20 Years Experience	\$57,768	\$57,036	\$56,041
Over 20 Years Experience	\$63,197	\$63,917	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$53,208	\$54,658	\$54,122
Professional Support	\$67,498	\$65,409	\$64,069
Campus Administration (School Leadership)	\$84,307	\$78,467	\$78,947
Instructional Staff Percent:	n/a	60.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	1.5	6,043.6

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

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

Total Students: 810
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	119	14.7%	13.6%	19.7%
Career & Technical Education	0	0.0%	21.5%	26.3%
Gifted & Talented Education	50	6.2%	5.4%	8.1%
Special Education	72	8.9%	8.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.8%	6.4%
Career & Technical Education	0.0	0.0%	4.5%	4.9%
Compensatory Education	0.0	0.0%	0.0%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	38.4	77.6%	76.9%	71.4%
Special Education	4.3	8.6%	8.5%	9.1%
Other	6.8	13.7%	7.3%	3.6%

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

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

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

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **ROBERT P BRABHAM MIDDLE**

Campus Number: **170904043**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Science

Postsecondary Readiness

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

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

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

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

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

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

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

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

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	28%	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%
	2018	48%	45%	51%	29%	46%	56%	67%	72%	-	49%	26%	33%	52%	49%	44%	41%
At Masters Grade Level	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%
At Meets Grade Level or Above	2019	48%	43%	47%	30%	40%	53%	20%	86%	-	50%	23%	35%	48%	46%	36%	25%
	2018	46%	41%	45%	21%	40%	49%	*	78%	-	50%	25%	21%	46%	43%	36%	34%
At Masters Grade Level	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%

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

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	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%
At Meets Grade Level or Above	2019	52%	49%	62%	39%	57%	68%	40%	100%	-	65%	22%	59%	65%	56%	52%	49%
	2018	50%	49%	65%	50%	60%	68%	*	89%	-	47%	28%	53%	65%	63%	58%	60%
At Masters Grade Level	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%
At Meets Grade Level or Above	2019	38%	31%	38%	33%	27%	44%	*	*	-	44%	30%	0%	39%	37%	26%	11%
	2018	41%	38%	45%	7%	39%	51%	-	60%	-	*	15%	*	46%	43%	43%	33%
At Masters Grade Level	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%
At Meets Grade Level or Above	2019	54%	51%	55%	13%	52%	61%	-	100%	-	*	25%	*	58%	49%	43%	32%
	2018	51%	46%	57%	22%	51%	64%	*	*	-	40%	38%	40%	61%	44%	46%	39%
At Masters Grade Level	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%
At Meets Grade Level or Above	2019	55%	52%	41%	19%	38%	43%	-	100%	-	*	15%	*	43%	35%	31%	24%
	2018	53%	48%	29%	17%	25%	33%	*	*	-	40%	27%	0%	30%	28%	23%	17%
At Masters Grade Level	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
 2018-19 Campus Progress

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
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	63	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	84	79	83	94	80	83	*	100	-	90	80	*	80	91	82	80
	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
2018-19 Campus Prior Year and Student Success Initiative

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
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
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 889
 Grade Span: 06 - 08
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	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%
	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%

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

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

Total Students: 889
Grade Span: 06 - 08
(Current EL Students)

					Bilingual	BE-Trans	BE-Trans	BE-Dual	BE-Dual		ESL	ESL	LEP No	LEP with	Total			
					State	District	Campus	Education	Early Exit	Late Exit	Two-Way	One-Way	ESL	Content	Pull-Out	Services	Services	EL
Mathematics	2018	38%	37%	43%	-	-	-	-	-	-	36%	36%	-	*	36%	35%		
	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
 2018-19 Campus STAAR Participation

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	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
2018-19 Campus Attendance, Graduation, and Dropout Rates

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.0%	96.1%	96.6%	96.7%	95.7%	*	98.1%	-	97.2%	94.9%	95.7%	96.6%
2016-17	95.7%	95.2%	96.3%	96.9%	97.0%	95.9%	*	99.0%	-	95.6%	95.6%	96.3%	97.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	422	347,893
By Ethnicity:				
African American	-	-	31	43,502
Hispanic	-	-	128	173,272
White	-	-	247	107,052
American Indian	-	-	3	1,226
Asian	-	-	2	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	46	49,432
Foundation H.S. Program (Endorsement)	-	-	7	16,542
Foundation H.S. Program (DLA)	-	-	361	272,526
Special Education Graduates	-	-	27	25,962
Economically Disadvantaged Graduates	-	-	181	166,956
LEP Graduates	-	-	16	21,359
At-Risk Graduates	-	-	137	144,805

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 889
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)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

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

Total Students: 889
 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)
2017 Science	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
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
2018-19 Campus Other Postsecondary Indicators

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	889	100.0%	7,469	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.8%	0.3%
Pre-Kindergarten	0	0.0%	2.3%	4.4%
Kindergarten	0	0.0%	6.5%	6.9%
Grade 1	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	7.6%	7.2%
Grade 3	0	0.0%	7.9%	7.3%
Grade 4	0	0.0%	8.4%	7.6%
Grade 5	0	0.0%	7.8%	7.7%
Grade 6	298	33.5%	7.6%	7.7%
Grade 7	302	34.0%	7.8%	7.5%
Grade 8	289	32.5%	7.4%	7.5%
Grade 9	0	0.0%	9.6%	8.1%
Grade 10	0	0.0%	6.3%	7.4%
Grade 11	0	0.0%	6.3%	6.9%
Grade 12	0	0.0%	6.0%	6.5%
Ethnic Distribution:				
African American	57	6.4%	6.9%	12.6%
Hispanic	280	31.5%	37.0%	52.6%
White	519	58.4%	51.9%	27.4%
American Indian	5	0.6%	0.4%	0.4%
Asian	7	0.8%	0.6%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	21	2.4%	3.1%	2.4%
Economically Disadvantaged	463	52.1%	60.1%	60.6%
Non-Educationally Disadvantaged	426	47.9%	39.9%	39.4%
Section 504 Students	78	8.8%	6.1%	6.5%
English Learners (EL)	67	7.5%	14.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	30	3.1%	1.8%	1.4%
Students w/ Dyslexia	34	3.8%	2.6%	3.6%
At-Risk	333	37.5%	50.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	74			
By Type of Primary Disability				
Students with Intellectual Disabilities	44	59.5%	38.4%	42.4%
Students with Physical Disabilities	*	*	21.4%	21.9%
Students with Autism	**	**	19.0%	13.7%
Students with Behavioral Disabilities	16	21.6%	19.2%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	109	11.4%	19.0%	15.4%

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

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

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

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	12	1.3%		
Hispanic	26	2.7%		
White	68	7.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.3%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.4%	1.7%	-	3.8%	6.2%
Grade 1	-	2.0%	3.1%	-	5.7%	5.5%
Grade 2	-	1.3%	1.8%	-	2.2%	2.3%
Grade 3	-	1.2%	1.1%	-	2.1%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	1.8%	0.6%
Grade 6	0.8%	0.4%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.4%	1.0%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.7%
Grade 9	-	17.2%	7.2%	-	34.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	18.9
Grade 1	-	19.8	18.8
Grade 2	-	19.1	18.7
Grade 3	-	20.1	18.9
Grade 4	-	20.0	19.2
Grade 5	-	23.0	21.2
Grade 6	20.7	19.3	20.4
Secondary:			
English/Language Arts	16.9	15.9	16.6
Foreign Languages	30.0	21.8	18.9
Mathematics	21.3	16.7	17.8
Science	21.7	18.4	18.9
Social Studies	21.3	18.1	19.3

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

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

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

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	64.2	100.0%	100.0%	100.0%
Professional Staff:	56.4	87.9%	57.6%	64.1%
Teachers	47.2	73.6%	44.8%	49.8%
Professional Support	6.2	9.6%	9.2%	10.1%
Campus Administration (School Leadership)	3.0	4.7%	2.9%	3.0%
Educational Aides:	7.8	12.1%	11.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	12.0	12,433.0
Part-time	1.0	n/a	2.0	1,097.0
Total Minority Staff:	15.8	24.6%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	2.0	4.2%	2.8%	10.6%
Hispanic	7.0	14.8%	14.2%	27.7%
White	36.2	76.7%	82.1%	58.4%
American Indian	1.0	2.1%	0.2%	0.3%
Asian	1.0	2.1%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	11.4	24.2%	18.6%	23.8%
Females	35.8	75.8%	81.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.4%
Bachelors	36.2	76.7%	81.7%	73.6%
Masters	11.0	23.3%	17.4%	24.3%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.4%	8.0%	7.0%
1-5 Years Experience	18.0	38.0%	31.7%	28.9%
6-10 Years Experience	12.0	25.4%	17.5%	19.0%
11-20 Years Experience	6.8	14.5%	24.9%	29.3%
Over 20 Years Experience	7.4	15.8%	17.9%	15.7%
Number of Students per Teacher	18.8	n/a	17.2	15.1

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

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

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

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	2.8	6.3
Average Years Experience of Principals with District	3.0	2.8	5.4
Average Years Experience of Assistant Principals	5.5	6.1	5.3
Average Years Experience of Assistant Principals with District	3.0	4.2	4.7
Average Years Experience of Teachers:	9.5	10.7	11.1
Average Years Experience of Teachers with District:	5.0	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,002	\$45,854	\$47,218
1-5 Years Experience	\$50,261	\$50,779	\$50,408
6-10 Years Experience	\$52,843	\$52,839	\$52,786
11-20 Years Experience	\$58,380	\$57,036	\$56,041
Over 20 Years Experience	\$63,628	\$63,917	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$54,053	\$54,658	\$54,122
Professional Support	\$66,842	\$65,409	\$64,069
Campus Administration (School Leadership)	\$80,338	\$78,467	\$78,947
Instructional Staff Percent:	n/a	60.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	1.5	6,043.6

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

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

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	63	7.1%	13.6%	19.7%
Career & Technical Education	0	0.0%	21.5%	26.3%
Gifted & Talented Education	110	12.4%	5.4%	8.1%
Special Education	74	8.3%	8.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	0.8%	2.8%	6.4%
Career & Technical Education	0.0	0.0%	4.5%	4.9%
Compensatory Education	0.0	0.0%	0.0%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	31.5	66.8%	76.9%	71.4%
Special Education	7.6	16.1%	8.5%	9.1%
Other	7.7	16.3%	7.3%	3.6%

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

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

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

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **PARMLEY EL**

Campus Number: **170904101**

2019 Accountability Rating: **C**

Distinction Designations:

Academic Achievement in Science

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District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

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

Total Students: 640
 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 (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%
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%

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

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

Total Students: 640
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
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 ^A																	
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%
	2018	50%	49%	46%	29%	35%	52%	*	*	*	100%	38%	*	46%	47%	39%	34%
At Masters Grade Level	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%
At Meets Grade Level or Above	2019	38%	31%	28%	7%	26%	32%	-	-	-	*	20%	*	29%	25%	24%	30%
	2018	41%	38%	38%	33%	32%	41%	*	*	-	*	57%	*	34%	48%	35%	8%
At Masters Grade Level	2019	14%	10%	10%	7%	11%	11%	-	-	-	*	0%	*	11%	9%	8%	20%
	2018	13%	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
 2018-19 Campus STAAR Performance

Total Students: 640
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	73%	80%	67%	76%	*	*	-	*	50%	*	76%	68%	77%	56%
	2018	80%	77%	64%	33%	52%	70%	*	-	*	-	62%	*	66%	60%	58%	13%
At Meets Grade Level or Above	2019	54%	51%	51%	80%	27%	64%	*	*	-	*	40%	*	56%	42%	52%	33%
	2018	51%	46%	27%	11%	30%	25%	*	-	*	-	38%	*	26%	30%	23%	0%
At Masters Grade Level	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
 2018-19 Campus Progress

Total Students: 640
 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 (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
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 640
 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)
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
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 640
 Grade Span: KG - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	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
 2018-19 Campus STAAR Participation

Total Students: 640
 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)
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
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 640
 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													
2017-18	95.4%	95.0%	94.9%	95.2%	94.8%	94.9%	*	*	*	95.5%	94.0%	94.4%	96.2%
2016-17	95.7%	95.2%	95.8%	96.2%	95.5%	95.8%	*	*	*	95.5%	95.2%	95.5%	96.4%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

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

Total Students: 640
 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	0.8%	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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

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

Total Students: 640
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	422	347,893
By Ethnicity:				
African American	-	-	31	43,502
Hispanic	-	-	128	173,272
White	-	-	247	107,052
American Indian	-	-	3	1,226
Asian	-	-	2	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	46	49,432
Foundation H.S. Program (Endorsement)	-	-	7	16,542
Foundation H.S. Program (DLA)	-	-	361	272,526
Special Education Graduates	-	-	27	25,962
Economically Disadvantaged Graduates	-	-	181	166,956
LEP Graduates	-	-	16	21,359
At-Risk Graduates	-	-	137	144,805

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

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

Total Students: 640
 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)													
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

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

Total Students: 640
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)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

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

Total Students: 640
 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													
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

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

Total Students: 640
 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)
2017 Science	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
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
2018-19 Campus Other Postsecondary Indicators

Total Students: 640
 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													
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

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

Total Students: 640
Grade Span: KG - 05
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	640	100.0%	7,469	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.8%	0.3%
Pre-Kindergarten	0	0.0%	2.3%	4.4%
Kindergarten	98	15.3%	6.5%	6.9%
Grade 1	102	15.9%	7.6%	7.1%
Grade 2	118	18.4%	7.6%	7.2%
Grade 3	101	15.8%	7.9%	7.3%
Grade 4	124	19.4%	8.4%	7.6%
Grade 5	97	15.2%	7.8%	7.7%
Grade 6	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.5%
Grade 8	0	0.0%	7.4%	7.5%
Grade 9	0	0.0%	9.6%	8.1%
Grade 10	0	0.0%	6.3%	7.4%
Grade 11	0	0.0%	6.3%	6.9%
Grade 12	0	0.0%	6.0%	6.5%
Ethnic Distribution:				
African American	52	8.1%	6.9%	12.6%
Hispanic	199	31.1%	37.0%	52.6%
White	356	55.6%	51.9%	27.4%
American Indian	4	0.6%	0.4%	0.4%
Asian	3	0.5%	0.6%	4.5%
Pacific Islander	1	0.2%	0.1%	0.2%
Two or More Races	25	3.9%	3.1%	2.4%
Economically Disadvantaged	452	70.6%	60.1%	60.6%
Non-Educationally Disadvantaged	188	29.4%	39.9%	39.4%
Section 504 Students	47	7.3%	6.1%	6.5%
English Learners (EL)	33	5.2%	14.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	1	0.1%	1.8%	1.4%
Students w/ Dyslexia	20	3.1%	2.6%	3.6%
At-Risk	305	47.7%	50.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	67			
By Type of Primary Disability				
Students with Intellectual Disabilities	16	23.9%	38.4%	42.4%
Students with Physical Disabilities	22	32.8%	21.4%	21.9%
Students with Autism	**	**	19.0%	13.7%
Students with Behavioral Disabilities	15	22.4%	19.2%	20.6%
Students with Non-Categorical Early Childhood	*	*	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	145	22.6%	19.0%	15.4%

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

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

Total Students: 640
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	13	2.0%		
Hispanic	40	6.2%		
White	84	13.1%		
American Indian	2	0.3%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	6	0.9%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.4%	1.7%	0.0%	3.8%	6.2%
Grade 1	1.0%	2.0%	3.1%	0.0%	5.7%	5.5%
Grade 2	1.2%	1.3%	1.8%	0.0%	2.2%	2.3%
Grade 3	0.9%	1.2%	1.1%	0.0%	2.1%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	1.8%	0.6%
Grade 6	-	0.4%	0.4%	-	0.0%	0.5%
Grade 7	-	1.0%	0.6%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	-	17.2%	7.2%	-	34.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.6	20.9	18.9
Grade 1	20.4	19.8	18.8
Grade 2	19.2	19.1	18.7
Grade 3	19.8	20.1	18.9
Grade 4	20.2	20.0	19.2
Grade 5	23.3	23.0	21.2
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	15.9	16.6
Foreign Languages	-	21.8	18.9
Mathematics	-	16.7	17.8
Science	-	18.4	18.9
Social Studies	-	18.1	19.3

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

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

Total Students: 640
Grade Span: KG - 05
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	82.9	100.0%	100.0%	100.0%
Professional Staff:	69.0	83.2%	57.6%	64.1%
Teachers	43.0	51.8%	44.8%	49.8%
Professional Support	23.0	27.7%	9.2%	10.1%
Campus Administration (School Leadership)	3.0	3.6%	2.9%	3.0%
Educational Aides:	13.9	16.8%	11.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	2.0	1,097.0
Total Minority Staff:	12.0	14.5%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.8%	10.6%
Hispanic	4.0	9.3%	14.2%	27.7%
White	39.0	90.7%	82.1%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	1.0	2.3%	18.6%	23.8%
Females	42.0	97.7%	81.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.4%
Bachelors	40.0	93.0%	81.7%	73.6%
Masters	3.0	7.0%	17.4%	24.3%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	7.0%	8.0%	7.0%
1-5 Years Experience	10.0	23.3%	31.7%	28.9%
6-10 Years Experience	8.0	18.6%	17.5%	19.0%
11-20 Years Experience	19.0	44.2%	24.9%	29.3%
Over 20 Years Experience	3.0	7.0%	17.9%	15.7%
Number of Students per Teacher	14.9	n/a	17.2	15.1

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

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

Total Students: 640
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	2.8	6.3
Average Years Experience of Principals with District	1.0	2.8	5.4
Average Years Experience of Assistant Principals	1.0	6.1	5.3
Average Years Experience of Assistant Principals with District	1.0	4.2	4.7
Average Years Experience of Teachers:	11.1	10.7	11.1
Average Years Experience of Teachers with District:	5.8	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$37,834	\$45,854	\$47,218
1-5 Years Experience	\$50,552	\$50,779	\$50,408
6-10 Years Experience	\$52,930	\$52,839	\$52,786
11-20 Years Experience	\$57,280	\$57,036	\$56,041
Over 20 Years Experience	\$65,787	\$63,917	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$54,143	\$54,658	\$54,122
Professional Support	\$60,461	\$65,409	\$64,069
Campus Administration (School Leadership)	\$81,739	\$78,467	\$78,947
Instructional Staff Percent:	n/a	60.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	1.5	6,043.6

District Name: WILLIS ISD
 Campus Name: PARMLEY EL
 Campus Number: 170904101

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

Total Students: 640
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	24	3.8%	13.6%	19.7%
Career & Technical Education	0	0.0%	21.5%	26.3%
Gifted & Talented Education	21	3.3%	5.4%	8.1%
Special Education	67	10.5%	8.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.8%	6.4%
Career & Technical Education	0.0	0.0%	4.5%	4.9%
Compensatory Education	0.0	0.0%	0.0%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	39.2	91.3%	76.9%	71.4%
Special Education	3.8	8.7%	8.5%	9.1%
Other	0.0	0.0%	7.3%	3.6%

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **C C HARDY EL**

Campus Number: **170904103**

2019 Accountability Rating: **C**

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District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

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

Total Students: 613
 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 (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%
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%

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

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

Total Students: 613
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
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%
		2018	50%	49%	31%	6%	30%	46%	*	-	-	23%	6%	*	33%	26%	27%	29%
At Masters Grade Level		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%
At Meets Grade Level or Above		2019	38%	31%	14%	17%	10%	19%	-	-	-	*	13%	*	17%	10%	13%	10%
		2018	41%	38%	23%	0%	21%	41%	-	-	-	0%	0%	*	23%	23%	21%	22%
At Masters Grade Level		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%

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

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

Total Students: 613
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	62%	33%	63%	71%	*	-	-	71%	20%	*	57%	69%	60%	53%
	2018	80%	77%	55%	40%	53%	68%	*	-	-	*	*	*	54%	57%	52%	52%
At Meets Grade Level or Above	2019	54%	51%	34%	8%	31%	50%	*	-	-	43%	0%	*	31%	38%	31%	30%
	2018	51%	46%	14%	0%	8%	32%	*	-	-	*	*	*	12%	21%	10%	6%
At Masters Grade Level	2019	25%	20%	13%	0%	13%	18%	*	-	-	14%	0%	*	9%	18%	9%	14%
	2018	23%	18%	3%	0%	5%	0%	*	-	-	*	*	*	3%	0%	3%	6%

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

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

Total Students: 613
 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 (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
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 613
 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)
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
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 613
 Grade Span: KG - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	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
 2018-19 Campus STAAR Participation

Total Students: 613
 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)
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
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 613
 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													
2017-18	95.4%	95.0%	95.9%	96.1%	96.6%	94.8%	*	-	-	94.9%	95.2%	95.8%	97.0%
2016-17	95.7%	95.2%	95.7%	96.3%	96.5%	94.8%	*	-	*	93.2%	94.5%	95.6%	97.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

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

Total Students: 613
 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	0.8%	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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

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

Total Students: 613
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	422	347,893
By Ethnicity:				
African American	-	-	31	43,502
Hispanic	-	-	128	173,272
White	-	-	247	107,052
American Indian	-	-	3	1,226
Asian	-	-	2	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	46	49,432
Foundation H.S. Program (Endorsement)	-	-	7	16,542
Foundation H.S. Program (DLA)	-	-	361	272,526
Special Education Graduates	-	-	27	25,962
Economically Disadvantaged Graduates	-	-	181	166,956
LEP Graduates	-	-	16	21,359
At-Risk Graduates	-	-	137	144,805

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

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

Total Students: 613
 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)													
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

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

Total Students: 613
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)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

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

Total Students: 613
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													
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

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

Total Students: 613
 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)
2017 Science	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
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
2018-19 Campus Other Postsecondary Indicators

Total Students: 613
 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													
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

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

Total Students: 613
Grade Span: KG - 05
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	613	100.0%	7,469	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.8%	0.3%
Pre-Kindergarten	0	0.0%	2.3%	4.4%
Kindergarten	86	14.0%	6.5%	6.9%
Grade 1	104	17.0%	7.6%	7.1%
Grade 2	106	17.3%	7.6%	7.2%
Grade 3	102	16.6%	7.9%	7.3%
Grade 4	95	15.5%	8.4%	7.6%
Grade 5	120	19.6%	7.8%	7.7%
Grade 6	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.5%
Grade 8	0	0.0%	7.4%	7.5%
Grade 9	0	0.0%	9.6%	8.1%
Grade 10	0	0.0%	6.3%	7.4%
Grade 11	0	0.0%	6.3%	6.9%
Grade 12	0	0.0%	6.0%	6.5%
Ethnic Distribution:				
African American	61	10.0%	6.9%	12.6%
Hispanic	321	52.4%	37.0%	52.6%
White	201	32.8%	51.9%	27.4%
American Indian	1	0.2%	0.4%	0.4%
Asian	1	0.2%	0.6%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	28	4.6%	3.1%	2.4%
Economically Disadvantaged	480	78.3%	60.1%	60.6%
Non-Educationally Disadvantaged	133	21.7%	39.9%	39.4%
Section 504 Students	16	2.6%	6.1%	6.5%
English Learners (EL)	198	32.3%	14.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.8%	1.4%
Students w/ Dyslexia	12	2.0%	2.6%	3.6%
At-Risk	429	70.0%	50.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	53			
By Type of Primary Disability				
Students with Intellectual Disabilities	13	24.5%	38.4%	42.4%
Students with Physical Disabilities	26	49.1%	21.4%	21.9%
Students with Autism	5	9.4%	19.0%	13.7%
Students with Behavioral Disabilities	9	17.0%	19.2%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	110	19.5%	19.0%	15.4%

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

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

Total Students: 613
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	13	2.3%		
Hispanic	37	6.6%		
White	59	10.5%		
American Indian	1	0.2%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.4%	1.7%	33.3%	3.8%	6.2%
Grade 1	1.1%	2.0%	3.1%	8.3%	5.7%	5.5%
Grade 2	1.1%	1.3%	1.8%	0.0%	2.2%	2.3%
Grade 3	1.1%	1.2%	1.1%	0.0%	2.1%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	1.8%	0.6%
Grade 6	-	0.4%	0.4%	-	0.0%	0.5%
Grade 7	-	1.0%	0.6%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	-	17.2%	7.2%	-	34.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.7	20.9	18.9
Grade 1	18.2	19.8	18.8
Grade 2	20.6	19.1	18.7
Grade 3	16.7	20.1	18.9
Grade 4	18.8	20.0	19.2
Grade 5	24.0	23.0	21.2
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	15.9	16.6
Foreign Languages	-	21.8	18.9
Mathematics	-	16.7	17.8
Science	-	18.4	18.9
Social Studies	-	18.1	19.3

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

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

Total Students: 613
Grade Span: KG - 05
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	53.0	100.0%	100.0%	100.0%
Professional Staff:	43.0	81.1%	57.6%	64.1%
Teachers	36.0	67.9%	44.8%	49.8%
Professional Support	5.0	9.4%	9.2%	10.1%
Campus Administration (School Leadership)	2.0	3.8%	2.9%	3.0%
Educational Aides:	10.0	18.9%	11.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	2.0	1,097.0
Total Minority Staff:	22.0	41.5%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.0	8.3%	2.8%	10.6%
Hispanic	12.0	33.3%	14.2%	27.7%
White	20.0	55.6%	82.1%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.8%	0.5%	1.1%
Males	1.0	2.8%	18.6%	23.8%
Females	35.0	97.2%	81.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.4%
Bachelors	31.0	86.1%	81.7%	73.6%
Masters	5.0	13.9%	17.4%	24.3%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	8.3%	8.0%	7.0%
1-5 Years Experience	13.0	36.1%	31.7%	28.9%
6-10 Years Experience	7.0	19.4%	17.5%	19.0%
11-20 Years Experience	11.0	30.6%	24.9%	29.3%
Over 20 Years Experience	2.0	5.6%	17.9%	15.7%
Number of Students per Teacher	17.0	n/a	17.2	15.1

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

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

Total Students: 613
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	2.8	6.3
Average Years Experience of Principals with District	2.0	2.8	5.4
Average Years Experience of Assistant Principals	5.0	6.1	5.3
Average Years Experience of Assistant Principals with District	5.0	4.2	4.7
Average Years Experience of Teachers:	8.4	10.7	11.1
Average Years Experience of Teachers with District:	4.9	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,002	\$45,854	\$47,218
1-5 Years Experience	\$49,386	\$50,779	\$50,408
6-10 Years Experience	\$53,066	\$52,839	\$52,786
11-20 Years Experience	\$57,185	\$57,036	\$56,041
Over 20 Years Experience	\$63,680	\$63,917	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$53,164	\$54,658	\$54,122
Professional Support	\$63,358	\$65,409	\$64,069
Campus Administration (School Leadership)	\$73,196	\$78,467	\$78,947
Instructional Staff Percent:	n/a	60.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.7	1.5	6,043.6

District Name: WILLIS ISD
 Campus Name: C C HARDY EL
 Campus Number: 170904103

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

Total Students: 613
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	191	31.2%	13.6%	19.7%
Career & Technical Education	0	0.0%	21.5%	26.3%
Gifted & Talented Education	9	1.5%	5.4%	8.1%
Special Education	53	8.6%	8.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	3.0	8.3%	2.8%	6.4%
Career & Technical Education	0.0	0.0%	4.5%	4.9%
Compensatory Education	0.0	0.0%	0.0%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	32.0	88.9%	76.9%	71.4%
Special Education	1.0	2.8%	8.5%	9.1%
Other	0.0	0.0%	7.3%	3.6%

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **TURNER EL**

Campus Number: **170904104**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

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

Total Students: 779
 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 (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%
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%

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

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

Total Students: 779
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
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%
		2018	50%	49%	75%	47%	73%	78%	*	100%	-	75%	40%	67%	79%	67%	67%	58%
At Masters Grade Level		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%
At Meets Grade Level or Above		2019	38%	31%	40%	30%	37%	40%	-	*	-	75%	25%	*	47%	28%	31%	50%
		2018	41%	38%	55%	67%	38%	59%	-	*	-	*	17%	*	58%	48%	34%	0%
At Masters Grade Level		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%

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

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

Total Students: 779
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	83%	63%	57%	91%	-	*	-	*	33%	*	86%	80%	68%	56%
	2018	80%	77%	84%	40%	70%	93%	*	*	-	*	71%	*	87%	79%	77%	64%
At Meets Grade Level or Above	2019	54%	51%	55%	0%	43%	63%	-	*	-	*	33%	*	62%	44%	41%	22%
	2018	51%	46%	43%	0%	27%	50%	*	*	-	*	29%	*	41%	47%	35%	9%
At Masters Grade Level	2019	25%	20%	27%	0%	24%	28%	-	*	-	*	33%	*	32%	20%	12%	22%
	2018	23%	18%	13%	0%	9%	17%	*	*	-	*	14%	*	10%	18%	10%	0%

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

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

Total Students: 779
 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 (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
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 779
 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)
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
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 779
 Grade Span: KG - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	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
 2018-19 Campus STAAR Participation

Total Students: 779
 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)
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
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 779
 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													
2017-18	95.4%	95.0%	96.4%	96.4%	96.9%	96.3%	*	96.6%	-	97.6%	95.8%	95.9%	97.4%
2016-17	95.7%	95.2%	96.8%	97.4%	96.9%	96.6%	*	98.1%	-	96.9%	95.8%	96.6%	97.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

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

Total Students: 779
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	0.8%	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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

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

Total Students: 779
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	422	347,893
By Ethnicity:				
African American	-	-	31	43,502
Hispanic	-	-	128	173,272
White	-	-	247	107,052
American Indian	-	-	3	1,226
Asian	-	-	2	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	46	49,432
Foundation H.S. Program (Endorsement)	-	-	7	16,542
Foundation H.S. Program (DLA)	-	-	361	272,526
Special Education Graduates	-	-	27	25,962
Economically Disadvantaged Graduates	-	-	181	166,956
LEP Graduates	-	-	16	21,359
At-Risk Graduates	-	-	137	144,805

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

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

Total Students: 779
 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)													
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

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

Total Students: 779
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)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

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

Total Students: 779
 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													
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

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

Total Students: 779
 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)
2017 Science	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
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
2018-19 Campus Other Postsecondary Indicators

Total Students: 779
 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													
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

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

Total Students: 779
Grade Span: KG - 05
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	779	100.0%	7,469	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.8%	0.3%
Pre-Kindergarten	0	0.0%	2.3%	4.4%
Kindergarten	115	14.8%	6.5%	6.9%
Grade 1	121	15.5%	7.6%	7.1%
Grade 2	129	16.6%	7.6%	7.2%
Grade 3	143	18.4%	7.9%	7.3%
Grade 4	139	17.8%	8.4%	7.6%
Grade 5	132	16.9%	7.8%	7.7%
Grade 6	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.5%
Grade 8	0	0.0%	7.4%	7.5%
Grade 9	0	0.0%	9.6%	8.1%
Grade 10	0	0.0%	6.3%	7.4%
Grade 11	0	0.0%	6.3%	6.9%
Grade 12	0	0.0%	6.0%	6.5%
Ethnic Distribution:				
African American	50	6.4%	6.9%	12.6%
Hispanic	167	21.4%	37.0%	52.6%
White	525	67.4%	51.9%	27.4%
American Indian	6	0.8%	0.4%	0.4%
Asian	12	1.5%	0.6%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	19	2.4%	3.1%	2.4%
Economically Disadvantaged	288	37.0%	60.1%	60.6%
Non-Educationally Disadvantaged	491	63.0%	39.9%	39.4%
Section 504 Students	44	5.6%	6.1%	6.5%
English Learners (EL)	32	4.1%	14.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.8%	1.4%
Students w/ Dyslexia	19	2.4%	2.6%	3.6%
At-Risk	357	45.8%	50.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	50			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	38.4%	42.4%
Students with Physical Disabilities	23	46.0%	21.4%	21.9%
Students with Autism	13	26.0%	19.0%	13.7%
Students with Behavioral Disabilities	8	16.0%	19.2%	20.6%
Students with Non-Categorical Early Childhood	*	*	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	92	13.8%	19.0%	15.4%

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

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

Total Students: 779
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	16	2.4%		
Hispanic	19	2.8%		
White	52	7.8%		
American Indian	0	0.0%		
Asian	2	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.4%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.2%	0.4%	1.7%	0.0%	3.8%	6.2%
Grade 1	2.8%	2.0%	3.1%	8.3%	5.7%	5.5%
Grade 2	0.8%	1.3%	1.8%	8.3%	2.2%	2.3%
Grade 3	2.4%	1.2%	1.1%	12.5%	2.1%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	1.8%	0.6%
Grade 6	-	0.4%	0.4%	-	0.0%	0.5%
Grade 7	-	1.0%	0.6%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	-	17.2%	7.2%	-	34.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.4	20.9	18.9
Grade 1	19.8	19.8	18.8
Grade 2	21.2	19.1	18.7
Grade 3	23.5	20.1	18.9
Grade 4	19.7	20.0	19.2
Grade 5	26.4	23.0	21.2
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	15.9	16.6
Foreign Languages	-	21.8	18.9
Mathematics	-	16.7	17.8
Science	-	18.4	18.9
Social Studies	-	18.1	19.3

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

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

Total Students: 779
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	57.6	100.0%	100.0%	100.0%
Professional Staff:	46.8	81.1%	57.6%	64.1%
Teachers	39.8	69.0%	44.8%	49.8%
Professional Support	5.0	8.7%	9.2%	10.1%
Campus Administration (School Leadership)	2.0	3.5%	2.9%	3.0%
Educational Aides:	10.9	18.9%	11.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	2.0	1,097.0
Total Minority Staff:	6.9	11.9%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.8%	10.6%
Hispanic	1.0	2.5%	14.2%	27.7%
White	38.8	97.5%	82.1%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	1.8	4.5%	18.6%	23.8%
Females	38.0	95.5%	81.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.4%
Bachelors	36.8	92.5%	81.7%	73.6%
Masters	3.0	7.5%	17.4%	24.3%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	8.0%	7.0%
1-5 Years Experience	12.0	30.1%	31.7%	28.9%
6-10 Years Experience	6.0	15.1%	17.5%	19.0%
11-20 Years Experience	10.0	25.1%	24.9%	29.3%
Over 20 Years Experience	11.8	29.6%	17.9%	15.7%
Number of Students per Teacher	19.6	n/a	17.2	15.1

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

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

Total Students: 779
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	2.8	6.3
Average Years Experience of Principals with District	3.0	2.8	5.4
Average Years Experience of Assistant Principals	7.0	6.1	5.3
Average Years Experience of Assistant Principals with District	4.0	4.2	4.7
Average Years Experience of Teachers:	13.2	10.7	11.1
Average Years Experience of Teachers with District:	9.1	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$45,854	\$47,218
1-5 Years Experience	\$51,146	\$50,779	\$50,408
6-10 Years Experience	\$52,543	\$52,839	\$52,786
11-20 Years Experience	\$57,168	\$57,036	\$56,041
Over 20 Years Experience	\$62,522	\$63,917	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,244	\$54,658	\$54,122
Professional Support	\$65,234	\$65,409	\$64,069
Campus Administration (School Leadership)	\$77,436	\$78,467	\$78,947
Instructional Staff Percent:	n/a	60.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	1.5	6,043.6

District Name: WILLIS ISD
 Campus Name: TURNER EL
 Campus Number: 170904104

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

Total Students: 779
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	24	3.1%	13.6%	19.7%
Career & Technical Education	0	0.0%	21.5%	26.3%
Gifted & Talented Education	48	6.2%	5.4%	8.1%
Special Education	50	6.4%	8.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.8%	6.4%
Career & Technical Education	0.0	0.0%	4.5%	4.9%
Compensatory Education	0.0	0.0%	0.0%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	38.8	97.6%	76.9%	71.4%
Special Education	1.0	2.4%	8.5%	9.1%
Other	0.0	0.0%	7.3%	3.6%

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

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

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

'***1' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **EDWARD B CANNAN EL**

Campus Number: **170904106**

2019 Accountability Rating: **B**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

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

Total Students: 660
 Grade Span: KG - 05
 School Type: Elementary

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

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

Total Students: 660
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
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%
	2018	50%	49%	50%	25%	54%	48%	-	*	-	30%	30%	0%	51%	48%	48%	52%
At Masters Grade Level	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%
At Meets Grade Level or Above	2019	38%	31%	28%	*	19%	41%	-	-	-	20%	18%	*	29%	25%	22%	17%
	2018	41%	38%	36%	*	40%	33%	-	*	-	*	22%	*	35%	40%	33%	35%
At Masters Grade Level	2019	14%	10%	9%	*	5%	16%	-	-	-	0%	9%	*	10%	8%	7%	2%
	2018	13%	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
 2018-19 Campus STAAR Performance

Total Students: 660
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	61%	40%	54%	74%	-	*	-	*	36%	*	58%	71%	59%	51%
	2018	80%	77%	75%	*	71%	83%	-	-	-	*	42%	*	74%	78%	74%	67%
At Meets Grade Level or Above	2019	54%	51%	27%	0%	22%	34%	-	*	-	*	27%	*	23%	38%	22%	21%
	2018	51%	46%	38%	*	39%	41%	-	-	-	*	25%	*	43%	28%	38%	38%
At Masters Grade Level	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
 2018-19 Campus Progress

Total Students: 660
 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 (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
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 660
 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)
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
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 660
 Grade Span: KG - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	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
 2018-19 Campus STAAR Participation

Total Students: 660
 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)
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
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 660
 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													
2017-18	95.4%	95.0%	96.2%	96.5%	97.4%	94.8%	-	*	-	95.9%	95.0%	96.4%	97.6%
2016-17	95.7%	95.2%	96.2%	95.6%	97.1%	95.1%	-	*	-	97.1%	95.1%	96.3%	97.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

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

Total Students: 660
 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	0.8%	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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

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

Total Students: 660
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	422	347,893
By Ethnicity:				
African American	-	-	31	43,502
Hispanic	-	-	128	173,272
White	-	-	247	107,052
American Indian	-	-	3	1,226
Asian	-	-	2	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	46	49,432
Foundation H.S. Program (Endorsement)	-	-	7	16,542
Foundation H.S. Program (DLA)	-	-	361	272,526
Special Education Graduates	-	-	27	25,962
Economically Disadvantaged Graduates	-	-	181	166,956
LEP Graduates	-	-	16	21,359
At-Risk Graduates	-	-	137	144,805

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

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

Total Students: 660
 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)													
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: EDWARD B CANNAN EL
Campus Number: 170904106

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

Total Students: 660
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)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

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

Total Students: 660
 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													
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

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

Total Students: 660
 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)
2017 Science	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
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
2018-19 Campus Other Postsecondary Indicators

Total Students: 660
 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													
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: EDWARD B CANNAN EL
Campus Number: 170904106

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

Total Students: 660
Grade Span: KG - 05
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	660	100.0%	7,469	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.8%	0.3%
Pre-Kindergarten	0	0.0%	2.3%	4.4%
Kindergarten	91	13.8%	6.5%	6.9%
Grade 1	115	17.4%	7.6%	7.1%
Grade 2	97	14.7%	7.6%	7.2%
Grade 3	125	18.9%	7.9%	7.3%
Grade 4	127	19.2%	8.4%	7.6%
Grade 5	105	15.9%	7.8%	7.7%
Grade 6	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.5%
Grade 8	0	0.0%	7.4%	7.5%
Grade 9	0	0.0%	9.6%	8.1%
Grade 10	0	0.0%	6.3%	7.4%
Grade 11	0	0.0%	6.3%	6.9%
Grade 12	0	0.0%	6.0%	6.5%
Ethnic Distribution:				
African American	22	3.3%	6.9%	12.6%
Hispanic	316	47.9%	37.0%	52.6%
White	301	45.6%	51.9%	27.4%
American Indian	1	0.2%	0.4%	0.4%
Asian	1	0.2%	0.6%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	19	2.9%	3.1%	2.4%
Economically Disadvantaged	476	72.1%	60.1%	60.6%
Non-Educationally Disadvantaged	184	27.9%	39.9%	39.4%
Section 504 Students	42	6.4%	6.1%	6.5%
English Learners (EL)	238	36.1%	14.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.8%	1.4%
Students w/ Dyslexia	7	1.1%	2.6%	3.6%
At-Risk	468	70.9%	50.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	61			
By Type of Primary Disability				
Students with Intellectual Disabilities	19	31.1%	38.4%	42.4%
Students with Physical Disabilities	25	41.0%	21.4%	21.9%
Students with Autism	11	18.0%	19.0%	13.7%
Students with Behavioral Disabilities	**	**	19.2%	20.6%
Students with Non-Categorical Early Childhood	*	*	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	87	14.2%	19.0%	15.4%

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

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

Total Students: 660
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	7	1.1%		
Hispanic	32	5.2%		
White	47	7.7%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.4%	1.7%	0.0%	3.8%	6.2%
Grade 1	2.2%	2.0%	3.1%	10.0%	5.7%	5.5%
Grade 2	1.8%	1.3%	1.8%	0.0%	2.2%	2.3%
Grade 3	0.0%	1.2%	1.1%	0.0%	2.1%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	1.8%	0.6%
Grade 6	-	0.4%	0.4%	-	0.0%	0.5%
Grade 7	-	1.0%	0.6%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	-	17.2%	7.2%	-	34.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.7	20.9	18.9
Grade 1	19.3	19.8	18.8
Grade 2	18.9	19.1	18.7
Grade 3	20.3	20.1	18.9
Grade 4	20.7	20.0	19.2
Grade 5	20.5	23.0	21.2
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	15.9	16.6
Foreign Languages	-	21.8	18.9
Mathematics	-	16.7	17.8
Science	-	18.4	18.9
Social Studies	-	18.1	19.3

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

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

Total Students: 660
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	60.9	100.0%	100.0%	100.0%
Professional Staff:	46.0	75.6%	57.6%	64.1%
Teachers	40.0	65.7%	44.8%	49.8%
Professional Support	4.0	6.6%	9.2%	10.1%
Campus Administration (School Leadership)	2.0	3.3%	2.9%	3.0%
Educational Aides:	14.9	24.4%	11.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	2.0	1,097.0
Total Minority Staff:	23.0	37.8%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.8%	10.6%
Hispanic	15.0	37.5%	14.2%	27.7%
White	25.0	62.5%	82.1%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	3.0	7.5%	18.6%	23.8%
Females	37.0	92.5%	81.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.4%
Bachelors	36.0	90.0%	81.7%	73.6%
Masters	3.0	7.5%	17.4%	24.3%
Doctorate	1.0	2.5%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.0%	8.0%	7.0%
1-5 Years Experience	17.0	42.5%	31.7%	28.9%
6-10 Years Experience	9.0	22.5%	17.5%	19.0%
11-20 Years Experience	9.0	22.5%	24.9%	29.3%
Over 20 Years Experience	3.0	7.5%	17.9%	15.7%
Number of Students per Teacher	16.5	n/a	17.2	15.1

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

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

Total Students: 660
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	2.8	6.3
Average Years Experience of Principals with District	3.0	2.8	5.4
Average Years Experience of Assistant Principals	13.0	6.1	5.3
Average Years Experience of Assistant Principals with District	7.0	4.2	4.7
Average Years Experience of Teachers:	8.2	10.7	11.1
Average Years Experience of Teachers with District:	5.8	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,291	\$45,854	\$47,218
1-5 Years Experience	\$49,540	\$50,779	\$50,408
6-10 Years Experience	\$52,318	\$52,839	\$52,786
11-20 Years Experience	\$56,516	\$57,036	\$56,041
Over 20 Years Experience	\$65,220	\$63,917	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$52,849	\$54,658	\$54,122
Professional Support	\$61,542	\$65,409	\$64,069
Campus Administration (School Leadership)	\$82,093	\$78,467	\$78,947
Instructional Staff Percent:	n/a	60.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.7	1.5	6,043.6

District Name: WILLIS ISD
 Campus Name: EDWARD B CANNAN EL
 Campus Number: 170904106

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

Total Students: 660
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	233	35.3%	13.6%	19.7%
Career & Technical Education	0	0.0%	21.5%	26.3%
Gifted & Talented Education	19	2.9%	5.4%	8.1%
Special Education	61	9.2%	8.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	4.0	10.0%	2.8%	6.4%
Career & Technical Education	0.0	0.0%	4.5%	4.9%
Compensatory Education	0.0	0.0%	0.0%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	33.0	82.5%	76.9%	71.4%
Special Education	3.0	7.5%	8.5%	9.1%
Other	0.0	0.0%	7.3%	3.6%

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **W LLOYD MEADOR EL**

Campus Number: **170904107**

2019 Accountability Rating: **B**

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District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

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

Total Students: 729
 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 (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%
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%

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

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

Total Students: 729
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
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%
	2018	50%	49%	62%	48%	59%	68%	*	-	-	38%	32%	64%	63%	59%	58%	58%
At Masters Grade Level	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%
At Meets Grade Level or Above	2019	38%	31%	36%	0%	30%	42%	-	-	-	60%	17%	29%	37%	33%	28%	33%
	2018	41%	38%	41%	20%	35%	45%	-	-	-	*	33%	*	42%	40%	36%	32%
At Masters Grade Level	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%

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

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

Total Students: 729
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	75%	*	65%	80%	-	-	-	*	36%	*	76%	73%	73%	59%
	2018	80%	77%	75%	53%	66%	88%	*	-	-	*	60%	*	76%	74%	65%	58%
At Meets Grade Level or Above	2019	54%	51%	47%	*	38%	51%	-	-	-	*	36%	*	44%	52%	40%	32%
	2018	51%	46%	37%	20%	20%	53%	*	-	-	*	30%	*	41%	29%	24%	13%
At Masters Grade Level	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
 2018-19 Campus Progress

Total Students: 729
 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 (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
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 729
 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)
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
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 729
 Grade Span: KG - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	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
 2018-19 Campus STAAR Participation

Total Students: 729
 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)
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
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 729
 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													
2017-18	95.4%	95.0%	96.2%	96.0%	96.5%	96.1%	*	*	-	93.6%	95.8%	96.0%	96.9%
2016-17	95.7%	95.2%	96.1%	97.4%	96.4%	95.8%	*	*	-	94.9%	95.4%	95.8%	96.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 729
 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	0.8%	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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 729
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	422	347,893
By Ethnicity:				
African American	-	-	31	43,502
Hispanic	-	-	128	173,272
White	-	-	247	107,052
American Indian	-	-	3	1,226
Asian	-	-	2	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	46	49,432
Foundation H.S. Program (Endorsement)	-	-	7	16,542
Foundation H.S. Program (DLA)	-	-	361	272,526
Special Education Graduates	-	-	27	25,962
Economically Disadvantaged Graduates	-	-	181	166,956
LEP Graduates	-	-	16	21,359
At-Risk Graduates	-	-	137	144,805

District Name: WILLIS ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 729
 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)													
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: W LLOYD MEADOR EL
Campus Number: 170904107

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

Total Students: 729
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)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: W LLOYD MEADOR EL
Campus Number: 170904107

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

Total Students: 729
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													
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

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

Total Students: 729
 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)
2017 Science	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
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
2018-19 Campus Other Postsecondary Indicators

Total Students: 729
 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													
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

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

Total Students: 729
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	729	100.0%	7,469	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.8%	0.3%
Pre-Kindergarten	0	0.0%	2.3%	4.4%
Kindergarten	95	13.0%	6.5%	6.9%
Grade 1	123	16.9%	7.6%	7.1%
Grade 2	117	16.0%	7.6%	7.2%
Grade 3	122	16.7%	7.9%	7.3%
Grade 4	142	19.5%	8.4%	7.6%
Grade 5	130	17.8%	7.8%	7.7%
Grade 6	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.5%
Grade 8	0	0.0%	7.4%	7.5%
Grade 9	0	0.0%	9.6%	8.1%
Grade 10	0	0.0%	6.3%	7.4%
Grade 11	0	0.0%	6.3%	6.9%
Grade 12	0	0.0%	6.0%	6.5%
Ethnic Distribution:				
African American	31	4.3%	6.9%	12.6%
Hispanic	280	38.4%	37.0%	52.6%
White	403	55.3%	51.9%	27.4%
American Indian	0	0.0%	0.4%	0.4%
Asian	0	0.0%	0.6%	4.5%
Pacific Islander	1	0.1%	0.1%	0.2%
Two or More Races	14	1.9%	3.1%	2.4%
Economically Disadvantaged	450	61.7%	60.1%	60.6%
Non-Educationally Disadvantaged	279	38.3%	39.9%	39.4%
Section 504 Students	42	5.8%	6.1%	6.5%
English Learners (EL)	125	17.1%	14.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.8%	1.4%
Students w/ Dyslexia	14	1.9%	2.6%	3.6%
At-Risk	364	49.9%	50.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	64			
By Type of Primary Disability				
Students with Intellectual Disabilities	14	21.9%	38.4%	42.4%
Students with Physical Disabilities	24	37.5%	21.4%	21.9%
Students with Autism	19	29.7%	19.0%	13.7%
Students with Behavioral Disabilities	7	10.9%	19.2%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	99	14.0%	19.0%	15.4%

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

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

Total Students: 729
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	14	2.0%		
Hispanic	27	3.8%		
White	53	7.5%		
American Indian	1	0.1%		
Asian	2	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.3%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.4%	1.7%	0.0%	3.8%	6.2%
Grade 1	3.0%	2.0%	3.1%	4.5%	5.7%	5.5%
Grade 2	1.7%	1.3%	1.8%	0.0%	2.2%	2.3%
Grade 3	1.6%	1.2%	1.1%	0.0%	2.1%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.8%	0.2%	0.5%	7.7%	1.8%	0.6%
Grade 6	-	0.4%	0.4%	-	0.0%	0.5%
Grade 7	-	1.0%	0.6%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	-	17.2%	7.2%	-	34.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.3	20.9	18.9
Grade 1	20.7	19.8	18.8
Grade 2	16.1	19.1	18.7
Grade 3	20.2	20.1	18.9
Grade 4	23.5	20.0	19.2
Grade 5	21.3	23.0	21.2
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	15.9	16.6
Foreign Languages	-	21.8	18.9
Mathematics	-	16.7	17.8
Science	-	18.4	18.9
Social Studies	-	18.1	19.3

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

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

Total Students: 729
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	64.0	100.0%	100.0%	100.0%
Professional Staff:	51.0	79.7%	57.6%	64.1%
Teachers	44.0	68.8%	44.8%	49.8%
Professional Support	4.0	6.3%	9.2%	10.1%
Campus Administration (School Leadership)	3.0	4.7%	2.9%	3.0%
Educational Aides:	13.0	20.3%	11.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	1.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	2.0	1,097.0
Total Minority Staff:	15.0	23.4%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.8%	10.6%
Hispanic	9.0	20.5%	14.2%	27.7%
White	34.0	77.3%	82.1%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.3%	0.5%	1.1%
Males	2.0	4.5%	18.6%	23.8%
Females	42.0	95.5%	81.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.4%
Bachelors	39.0	88.6%	81.7%	73.6%
Masters	5.0	11.4%	17.4%	24.3%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.0	11.4%	8.0%	7.0%
1-5 Years Experience	13.0	29.5%	31.7%	28.9%
6-10 Years Experience	6.0	13.6%	17.5%	19.0%
11-20 Years Experience	7.0	15.9%	24.9%	29.3%
Over 20 Years Experience	13.0	29.5%	17.9%	15.7%
Number of Students per Teacher	16.6	n/a	17.2	15.1

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

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

Total Students: 729
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	2.8	6.3
Average Years Experience of Principals with District	6.0	2.8	5.4
Average Years Experience of Assistant Principals	5.5	6.1	5.3
Average Years Experience of Assistant Principals with District	3.0	4.2	4.7
Average Years Experience of Teachers:	11.6	10.7	11.1
Average Years Experience of Teachers with District:	6.9	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,233	\$45,854	\$47,218
1-5 Years Experience	\$50,454	\$50,779	\$50,408
6-10 Years Experience	\$52,743	\$52,839	\$52,786
11-20 Years Experience	\$55,540	\$57,036	\$56,041
Over 20 Years Experience	\$63,188	\$63,917	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$55,085	\$54,658	\$54,122
Professional Support	\$60,109	\$65,409	\$64,069
Campus Administration (School Leadership)	\$76,265	\$78,467	\$78,947
Instructional Staff Percent:	n/a	60.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	1.5	6,043.6

District Name: WILLIS ISD
 Campus Name: W LLOYD MEADOR EL
 Campus Number: 170904107

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

Total Students: 729
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	110	15.1%	13.6%	19.7%
Career & Technical Education	0	0.0%	21.5%	26.3%
Gifted & Talented Education	37	5.1%	5.4%	8.1%
Special Education	64	8.8%	8.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.9	4.3%	2.8%	6.4%
Career & Technical Education	0.0	0.0%	4.5%	4.9%
Compensatory Education	0.0	0.0%	0.0%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	39.4	89.6%	76.9%	71.4%
Special Education	2.7	6.0%	8.5%	9.1%
Other	0.0	0.0%	7.3%	3.6%

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

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

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

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **ROARK EARLY EDUCATION CENTER**

Campus Number: **170904109**

2019 Accountability Rating: **B**

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District Name: WILLIS ISD
Campus Name: ROARK EARLY EDUCATION CENTER
Campus Number: 170904109

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

Total Students: 235
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
2018-19 Campus Progress

Total Students: 235
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
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 235
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
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 235
Grade Span: EE - PK
(Current EL Students)

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
2018-19 Campus STAAR Participation

Total Students: 235
 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)
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
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 235

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													
2017-18	95.4%	95.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	95.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

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

Total Students: 235
 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	0.8%	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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	11.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	87.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	22.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	87.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

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

Total Students: 235
 Grade Span: EE - PK
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	422	347,893
By Ethnicity:				
African American	-	-	31	43,502
Hispanic	-	-	128	173,272
White	-	-	247	107,052
American Indian	-	-	3	1,226
Asian	-	-	2	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	46	49,432
Foundation H.S. Program (Endorsement)	-	-	7	16,542
Foundation H.S. Program (DLA)	-	-	361	272,526
Special Education Graduates	-	-	27	25,962
Economically Disadvantaged Graduates	-	-	181	166,956
LEP Graduates	-	-	16	21,359
At-Risk Graduates	-	-	137	144,805

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

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

Total Students: 235
 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)													
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	34.4%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	51.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	29.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	28.4%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.6%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	41.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	14.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: ROARK EARLY EDUCATION CENTER
Campus Number: 170904109

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

Total Students: 235
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)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

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

Total Students: 235
 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													
2017-18	32.1%	36.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	21.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	17.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	5.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	61.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	30.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	10.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	12.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	4.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	4.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	4.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	8.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	48.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	33.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	12.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

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

Total Students: 235
 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)
2017 Science	51.3%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	21.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	51.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	37.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	33.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1028	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	527	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	500	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
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
2018-19 Campus Other Postsecondary Indicators

Total Students: 235
 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													
2017-18	43.4%	32.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	19.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	13.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	12.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	11.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	48.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	49.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	55.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

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

Total Students: 235
 Grade Span: EE - PK
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	235	100.0%	7,469	5,416,400
Students by Grade:				
Early Childhood Education	63	26.8%	0.8%	0.3%
Pre-Kindergarten	172	73.2%	2.3%	4.4%
Kindergarten	0	0.0%	6.5%	6.9%
Grade 1	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	7.6%	7.2%
Grade 3	0	0.0%	7.9%	7.3%
Grade 4	0	0.0%	8.4%	7.6%
Grade 5	0	0.0%	7.8%	7.7%
Grade 6	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.5%
Grade 8	0	0.0%	7.4%	7.5%
Grade 9	0	0.0%	9.6%	8.1%
Grade 10	0	0.0%	6.3%	7.4%
Grade 11	0	0.0%	6.3%	6.9%
Grade 12	0	0.0%	6.0%	6.5%
Ethnic Distribution:				
African American	16	6.8%	6.9%	12.6%
Hispanic	105	44.7%	37.0%	52.6%
White	105	44.7%	51.9%	27.4%
American Indian	0	0.0%	0.4%	0.4%
Asian	2	0.9%	0.6%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	7	3.0%	3.1%	2.4%
Economically Disadvantaged	149	63.4%	60.1%	60.6%
Non-Educationally Disadvantaged	86	36.6%	39.9%	39.4%
Section 504 Students	0	0.0%	6.1%	6.5%
English Learners (EL)	44	18.7%	14.4%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.8%	1.4%
Students w/ Dyslexia	0	0.0%	2.6%	3.6%
At-Risk	49	20.9%	50.8%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	33			
By Type of Primary Disability				
Students with Intellectual Disabilities	0	0.0%	38.4%	42.4%
Students with Physical Disabilities	**	**	21.4%	21.9%
Students with Autism	12	36.4%	19.0%	13.7%
Students with Behavioral Disabilities	*	*	19.2%	20.6%
Students with Non-Categorical Early Childhood	10	30.3%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	0	0.0%	19.0%	15.4%

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

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

Total Students: 235
 Grade Span: EE - PK
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
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%		

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.9	18.9
Grade 1	-	19.8	18.8
Grade 2	-	19.1	18.7
Grade 3	-	20.1	18.9
Grade 4	-	20.0	19.2
Grade 5	-	23.0	21.2
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	15.9	16.6
Foreign Languages	-	21.8	18.9
Mathematics	-	16.7	17.8
Science	-	18.4	18.9
Social Studies	-	18.1	19.3

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

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

Total Students: 235
 Grade Span: EE - PK
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	15.6	100.0%	100.0%	100.0%
Professional Staff:	8.9	56.7%	57.6%	64.1%
Teachers	7.9	50.3%	44.8%	49.8%
Professional Support	1.0	6.4%	9.2%	10.1%
Campus Administration (School Leadership)	0.0	0.0%	2.9%	3.0%
Educational Aides:	6.8	43.3%	11.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	0.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	2.0	1,097.0
Total Minority Staff:	4.7	30.0%	27.1%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.8%	10.6%
Hispanic	0.9	11.8%	14.2%	27.7%
White	6.9	88.2%	82.1%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	0.0	0.0%	18.6%	23.8%
Females	7.9	100.0%	81.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.4%
Bachelors	6.9	87.3%	81.7%	73.6%
Masters	1.0	12.7%	17.4%	24.3%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	12.7%	8.0%	7.0%
1-5 Years Experience	1.0	12.7%	31.7%	28.9%
6-10 Years Experience	0.0	0.0%	17.5%	19.0%
11-20 Years Experience	2.9	37.3%	24.9%	29.3%
Over 20 Years Experience	2.9	37.3%	17.9%	15.7%
Number of Students per Teacher	29.9	n/a	17.2	15.1

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

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

Total Students: 235
 Grade Span: EE - PK
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	2.8	6.3
Average Years Experience of Principals with District	0.0	2.8	5.4
Average Years Experience of Assistant Principals	0.0	6.1	5.3
Average Years Experience of Assistant Principals with District	0.0	4.2	4.7
Average Years Experience of Teachers:	17.1	10.7	11.1
Average Years Experience of Teachers with District:	13.1	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,002	\$45,854	\$47,218
1-5 Years Experience	\$56,120	\$50,779	\$50,408
6-10 Years Experience	-	\$52,839	\$52,786
11-20 Years Experience	\$55,367	\$57,036	\$56,041
Over 20 Years Experience	\$65,031	\$63,917	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$58,129	\$54,658	\$54,122
Professional Support	\$44,868	\$65,409	\$64,069
Campus Administration (School Leadership)	-	\$78,467	\$78,947
Instructional Staff Percent:	n/a	60.4%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	1.5	6,043.6

District Name: WILLIS ISD
 Campus Name: ROARK EARLY EDUCATION CENTER
 Campus Number: 170904109

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

Total Students: 235
 Grade Span: EE - PK
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	44	18.7%	13.6%	19.7%
Career & Technical Education	0	0.0%	21.5%	26.3%
Gifted & Talented Education	0	0.0%	5.4%	8.1%
Special Education	33	14.0%	8.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	11.8%	2.8%	6.4%
Career & Technical Education	0.0	0.0%	4.5%	4.9%
Compensatory Education	0.0	0.0%	0.0%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	2.9	37.3%	76.9%	71.4%
Special Education	4.0	50.9%	8.5%	9.1%
Other	0.0	0.0%	7.3%	3.6%

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

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

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

'***1' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

Texas Education Agency
2018-19 School Report Card
WILLIS H S (170904002)

Accountability Rating

B

WILLIS H S earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for WILLIS H S. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: WILLIS ISD
Campus Type: High School
Total Students: 2,085
Grade Span: 09 - 12

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- X ELA/Reading X Mathematics
- X Science X Social Studies
- X Comparative Academic Growth X Comparative Closing the Gaps
- X Postsecondary Readiness

School and Student Information

This section provides demographic information about WILLIS H S, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	93.3%	95.0%	95.4%
Enrollment by Race/Ethnicity			
African American	7.8%	6.9%	12.6%
Hispanic	36.4%	37.0%	52.6%
White	51.4%	51.9%	27.4%
American Indian	0.3%	0.4%	0.4%
Asian	0.7%	0.6%	4.5%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	3.3%	3.1%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	54.2%	60.1%	60.6%
English Learners	10.1%	14.4%	19.5%
Special Education	7.2%	8.4%	9.6%
Mobility Rate (2017-18)	19.9%	19.0%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	17.0	15.9	16.6
Foreign Languages	21.3	21.8	18.9
Mathematics	17.1	16.7	17.8
Science	19.6	18.4	18.9
Social Studies	19.0	18.1	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	60.4%	64.5%
Instructional Expenditure Ratio	n/a	62.7%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,228	\$9,078	\$9,844
Instruction	\$4,693	\$5,193	\$5,492
Instructional Leadership	\$16	\$29	\$155
School Leadership	\$574	\$550	\$576

Texas Education Agency
2018-19 School Report Card
WILLIS H S (170904002)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2018-19 School Report Card
WILLIS H S (170904002)

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	2.9%	2.9%	2.8%	3.9%	2.3%	0.0%	0.0%	*	2.8%	3.2%
2016-17	1.9%	1.5%	1.5%	2.0%	2.0%	1.1%	0.0%	0.0%	*	2.7%	2.3%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	86.4%	86.6%	83.3%	82.2%	89.3%	*	*	*	81.8%	83.2%
Graduates, TxCHSE, & Cont	94.3%	90.9%	90.8%	91.7%	88.4%	92.2%	*	*	*	81.8%	88.2%
Class of 2017											
Graduated	89.7%	89.3%	89.3%	90.7%	81.8%	93.0%	*	100.0%	-	87.5%	85.7%
Graduates, TxCHSE, & Cont	94.1%	95.0%	95.0%	93.0%	93.4%	96.1%	*	100.0%	-	93.8%	91.4%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	92.0%	92.0%	93.0%	87.0%	94.5%	*	100.0%	-	87.5%	87.3%
Graduates, TxCHSE, & Cont	93.7%	93.5%	93.5%	93.0%	89.9%	95.3%	*	100.0%	-	93.8%	89.4%
Class of 2016											
Graduated	91.6%	93.7%	93.7%	91.4%	92.2%	94.3%	*	*	*	100.0%	89.2%
Graduates, TxCHSE, & Cont	93.4%	94.8%	94.8%	91.4%	93.8%	95.5%	*	*	*	100.0%	90.1%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	93.9%	93.9%	91.4%	93.0%	94.3%	*	*	*	100.0%	89.6%
Graduates, TxCHSE, & Cont	93.4%	95.0%	95.0%	91.4%	94.5%	95.5%	*	*	*	100.0%	90.6%
Class of 2015											
Graduated	91.8%	93.3%	93.3%	96.9%	92.4%	93.2%	*	83.3%	*	100.0%	90.3%
Graduates, TxCHSE, & Cont	93.3%	95.0%	95.0%	96.9%	93.9%	94.9%	*	100.0%	*	100.0%	91.8%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	85.5%	85.7%	81.1%	80.0%	89.3%	*	*	*	81.8%	82.4%
Class of 2017	89.7%	88.6%	88.6%	88.6%	81.2%	92.3%	*	100.0%	-	87.5%	85.0%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	*	*	-	-	-	-	-	-	*	*
Class of 2017	88.5%	89.1%	89.1%	84.2%	92.8%	87.2%	*	100.0%	-	100.0%	85.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	89.2%	89.2%	93.3%	90.0%	88.8%	*	*	*	77.8%	86.3%
Class of 2017	85.9%	87.8%	87.8%	82.1%	92.0%	85.8%	*	100.0%	-	100.0%	82.8%
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	64.0%	64.0%	50.0%	56.6%	70.4%	*	*	*	38.9%	58.3%
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	51.7%	51.7%	77.4%	40.6%	54.3%	*	*	*	55.6%	45.0%
2016-17	73.5%	53.6%	53.6%	71.4%	45.7%	53.5%	100.0%	100.0%	-	46.7%	42.3%
Average SAT Score ***											
2017-18	1036	1028	1028	969	996	1051	*	*	*	974	998
Average ACT Score ***											
2017-18	20.6	20.0	20.0	15.7	18.7	21.5	*	-	-	-	18.4

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- Indicates zero observations reported for this group.

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

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

*** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

**Texas Education Agency
2018-19 School Report Card
WILLIS H S (170904002)**

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Texas Education Agency
2018-19 School Report Card
STUBBLEFIELD ALTERNATIVE ACADEMY (170904003)

Accountability Rating

**Not
Rated**

STUBBLEFIELD ALTERNATIVE ACADEMY is Not Rated because of certain, specific circumstances.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for STUBBLEFIELD ALTERNATIVE ACADEMY. Scores are scaled from 0 to 100 to align with letter grades.

	Rating	Scaled Score
Overall	Not Rated	N/A
Student Achievement	Not Rated	N/A
School Progress	Not Rated	N/A
Closing the Gaps	Not Rated	N/A

School Information

District Name: WILLIS ISD
Campus Type: Elementary/Secondary
Total Students: 26
Grade Span: 04 - 12

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

School and Student Information

This section provides demographic information about STUBBLEFIELD ALTERNATIVE ACADEMY, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	87.9%	95.0%	95.4%
Enrollment by Race/Ethnicity			
African American	11.5%	6.9%	12.6%
Hispanic	26.9%	37.0%	52.6%
White	53.8%	51.9%	27.4%
American Indian	3.8%	0.4%	0.4%
Asian	0.0%	0.6%	4.5%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	3.8%	3.1%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	88.5%	60.1%	60.6%
English Learners	15.4%	14.4%	19.5%
Special Education	19.2%	8.4%	9.6%
Mobility Rate (2017-18)	100.0%	19.0%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 4	1.0	20.0	19.2
Secondary			
English/Language Arts	2.2	15.9	16.6
Mathematics	2.1	16.7	17.8
Science	2.2	18.4	18.9
Social Studies	2.4	18.1	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	60.4%	64.5%
Instructional Expenditure Ratio	n/a	62.7%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$43,823	\$9,078	\$9,844
Instruction	\$33,497	\$5,193	\$5,492
Instructional Leadership	\$77	\$29	\$155
School Leadership	\$6,449	\$550	\$576

**Texas Education Agency
2018-19 School Report Card
STUBBLEFIELD ALTERNATIVE ACADEMY (170904003)**

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

There is no STAAR performance data for this campus.

Texas Education Agency
2018-19 School Report Card
STUBBLEFIELD ALTERNATIVE ACADEMY (170904003)

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	2.9%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%
2016-17	1.9%	1.5%	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	86.4%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.3%	90.9%	-	-	-	-	-	-	-	-	-
Class of 2017											
Graduated	89.7%	89.3%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	95.0%	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	92.0%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.7%	93.5%	-	-	-	-	-	-	-	-	-
Class of 2016											
Graduated	91.6%	93.7%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	94.8%	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	93.9%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	95.0%	-	-	-	-	-	-	-	-	-
Class of 2015											
Graduated	91.8%	93.3%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.3%	95.0%	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	85.5%	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	88.6%	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	89.1%	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	89.2%	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	87.8%	-	-	-	-	-	-	-	-	-
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	64.0%	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	51.7%	-	-	-	-	-	-	-	-	-
2016-17	73.5%	53.6%	-	-	-	-	-	-	-	-	-
Average SAT Score ***											
2017-18	1036	1028	-	-	-	-	-	-	-	-	-
Average ACT Score ***											
2017-18	20.6	20.0	-	-	-	-	-	-	-	-	-

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- Indicates zero observations reported for this group.

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

*** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

Texas Education Agency
2018-19 School Report Card
STUBBLEFIELD ALTERNATIVE ACADEMY (170904003)

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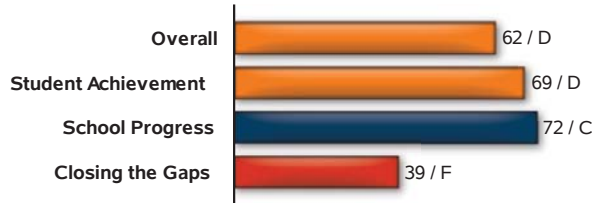
Texas Education Agency
2018-19 School Report Card
LYNN LUCAS MIDDLE (170904042)

Accountability Rating

D

LYNN LUCAS MIDDLE earned a D (60-69) for performance that needs improvement by serving too few students well. Not enough students made adequate academic progress for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for LYNN LUCAS MIDDLE. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: WILLIS ISD
Campus Type: Middle School
Total Students: 810
Grade Span: 06 - 08

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- X** ELA/Reading **X** Mathematics
- X** Science **X** Social Studies
- X** Comparative Academic Growth **X** Comparative Closing the Gaps
- X** Postsecondary Readiness

School and Student Information

This section provides demographic information about LYNN LUCAS MIDDLE, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.0%	95.0%	95.4%
Enrollment by Race/Ethnicity			
African American	7.4%	6.9%	12.6%
Hispanic	41.1%	37.0%	52.6%
White	46.5%	51.9%	27.4%
American Indian	0.4%	0.4%	0.4%
Asian	0.4%	0.6%	4.5%
Pacific Islander	0.1%	0.1%	0.2%
Two or More Races	4.1%	3.1%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	70.5%	60.1%	60.6%
English Learners	15.6%	14.4%	19.5%
Special Education	8.9%	8.4%	9.6%
Mobility Rate (2017-18)	18.8%	19.0%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	18.0	19.3	20.4
Secondary			
English/Language Arts	15.5	15.9	16.6
Foreign Languages	20.0	21.8	18.9
Mathematics	16.9	16.7	17.8
Science	17.7	18.4	18.9
Social Studies	17.1	18.1	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	60.4%	64.5%
Instructional Expenditure Ratio	n/a	62.7%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,257	\$9,078	\$9,844
Instruction	\$4,840	\$5,193	\$5,492
Instructional Leadership	\$28	\$29	\$155
School Leadership	\$591	\$550	\$576

Texas Education Agency
2018-19 School Report Card
LYNN LUCAS MIDDLE (170904042)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	76%	68%	53%	69%	70%	63%	64%	*	60%	65%
	2018	77%	75%	65%	57%	64%	69%	92%	67%	-	54%	62%
ELA/Reading	2019	75%	72%	66%	50%	69%	66%	*	*	*	55%	63%
	2018	74%	72%	65%	52%	63%	70%	*	*	-	50%	61%
Mathematics	2019	82%	81%	73%	61%	76%	73%	*	*	*	68%	70%
	2018	81%	81%	70%	70%	68%	73%	*	*	-	64%	66%
Writing	2019	68%	64%	58%	40%	57%	62%	*	*	-	64%	56%
	2018	66%	65%	57%	39%	61%	58%	*	*	-	47%	51%
Science	2019	81%	81%	72%	59%	70%	77%	-	*	-	64%	69%
	2018	80%	77%	64%	52%	62%	70%	*	-	-	45%	62%
Social Studies	2019	81%	81%	64%	45%	64%	69%	-	*	-	50%	62%
	2018	78%	79%	62%	53%	60%	65%	*	-	-	55%	61%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	45%	33%	25%	30%	39%	63%	9%	*	25%	29%
	2018	48%	45%	31%	25%	26%	37%	23%	17%	-	23%	27%
ELA/Reading	2019	48%	43%	34%	27%	30%	41%	*	*	*	26%	30%
	2018	46%	41%	32%	23%	27%	38%	*	*	-	28%	27%
Mathematics	2019	52%	49%	34%	21%	34%	38%	*	*	*	23%	31%
	2018	50%	49%	30%	31%	25%	35%	*	*	-	19%	27%
Writing	2019	38%	31%	25%	25%	22%	28%	*	*	-	18%	24%
	2018	41%	38%	28%	26%	24%	33%	*	*	-	20%	23%
Science	2019	54%	51%	41%	32%	33%	52%	-	*	-	36%	36%
	2018	51%	46%	35%	19%	26%	46%	*	-	-	18%	31%
Social Studies	2019	55%	52%	29%	27%	21%	38%	-	*	-	21%	23%
	2018	53%	48%	29%	16%	23%	35%	*	-	-	27%	25%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	19%	11%	8%	10%	14%	25%	0%	*	10%	10%
	2018	22%	18%	11%	5%	8%	14%	15%	0%	-	11%	9%
ELA/Reading	2019	21%	17%	15%	12%	13%	18%	*	*	*	16%	14%
	2018	19%	16%	14%	8%	11%	17%	*	*	-	14%	12%
Mathematics	2019	26%	23%	8%	2%	8%	9%	*	*	*	3%	7%
	2018	24%	21%	7%	3%	6%	9%	*	*	-	6%	6%
Writing	2019	14%	10%	7%	5%	6%	9%	*	*	-	0%	8%
	2018	13%	8%	4%	0%	2%	5%	*	*	-	13%	3%
Science	2019	25%	20%	15%	14%	10%	20%	-	*	-	14%	11%
	2018	23%	18%	17%	5%	10%	25%	*	-	-	9%	15%
Social Studies	2019	33%	27%	12%	9%	8%	16%	-	*	-	14%	9%
	2018	31%	24%	14%	5%	11%	18%	*	-	-	18%	12%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	66	57	53	60	54	*	58	*	59	56
	2018	69	69	61	62	60	62	88	*	-	64	60
ELA/Reading	2019	68	66	58	53	61	56	*	*	*	59	59
	2018	69	68	64	60	65	64	*	*	-	60	63
Mathematics	2019	70	66	55	53	59	52	*	*	*	60	54
	2018	70	69	59	63	55	60	*	*	-	69	58

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

Texas Education Agency
2018-19 School Report Card
LYNN LUCAS MIDDLE (170904042)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	39%	33%	26%	42%	26%	-	*	-	29%	9%
2018	38%	37%	29%	24%	31%	31%	*	-	-	*	*
Mathematics											
2019	45%	48%	42%	25%	51%	36%	-	*	-	44%	13%
2018	47%	48%	36%	45%	33%	37%	*	*	-	*	*
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	76%	69%	45%	74%	72%	-	*	-	54%	19%
Students Requiring Accelerated Instruction											
2019	22%	24%	31%	55%	26%	28%	-	*	-	46%	81%
STAAR Cumulative Met Standard											
2019	85%	84%	81%	55%	90%	79%	-	*	-	62%	31%
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	83%	73%	45%	78%	75%	*	*	-	67%	47%
Students Requiring Accelerated Instruction											
2019	18%	17%	27%	55%	22%	25%	*	*	-	33%	53%
STAAR Cumulative Met Standard											
2019	88%	88%	81%	45%	90%	83%	*	*	-	67%	47%

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**Texas Education Agency
2018-19 School Report Card
LYNN LUCAS MIDDLE (170904042)**

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Texas Education Agency
2018-19 School Report Card
ROBERT P BRABHAM MIDDLE (170904043)

Accountability Rating

B

ROBERT P BRABHAM MIDDLE earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for ROBERT P BRABHAM MIDDLE. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: WILLIS ISD
Campus Type: Middle School
Total Students: 889
Grade Span: 06 - 08

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ Science
- ✓ Postsecondary Readiness
- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Social Studies
- ✗ Comparative Academic Growth
- ✗ Comparative Closing the Gaps

School and Student Information

This section provides demographic information about ROBERT P BRABHAM MIDDLE, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	96.1%	95.0%	95.4%
Enrollment by Race/Ethnicity			
African American	6.4%	6.9%	12.6%
Hispanic	31.5%	37.0%	52.6%
White	58.4%	51.9%	27.4%
American Indian	0.6%	0.4%	0.4%
Asian	0.8%	0.6%	4.5%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	2.4%	3.1%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	52.1%	60.1%	60.6%
English Learners	7.5%	14.4%	19.5%
Special Education	8.3%	8.4%	9.6%
Mobility Rate (2017-18)	11.4%	19.0%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	20.7	19.3	20.4
Secondary			
English/Language Arts	16.9	15.9	16.6
Foreign Languages	30.0	21.8	18.9
Mathematics	21.3	16.7	17.8
Science	21.7	18.4	18.9
Social Studies	21.3	18.1	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	60.4%	64.5%
Instructional Expenditure Ratio	n/a	62.7%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$6,252	\$9,078	\$9,844
Instruction	\$4,186	\$5,193	\$5,492
Instructional Leadership	\$19	\$29	\$155
School Leadership	\$525	\$550	\$576

Texas Education Agency
2018-19 School Report Card
ROBERT P BRABHAM MIDDLE (170904043)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	76%	82%	70%	80%	84%	55%	96%	-	78%	76%
	2018	77%	75%	82%	69%	79%	85%	83%	93%	-	80%	79%
ELA/Reading	2019	75%	72%	79%	59%	77%	83%	60%	100%	-	80%	72%
	2018	74%	72%	80%	70%	77%	82%	*	100%	-	81%	76%
Mathematics	2019	82%	81%	89%	80%	87%	91%	40%	100%	-	85%	84%
	2018	81%	81%	90%	79%	90%	91%	*	100%	-	88%	88%
Writing	2019	68%	64%	70%	92%	65%	72%	*	*	-	67%	61%
	2018	66%	65%	74%	53%	73%	76%	-	100%	-	*	72%
Science	2019	81%	81%	87%	69%	86%	90%	-	100%	-	*	85%
	2018	80%	77%	83%	72%	77%	89%	*	*	-	60%	78%
Social Studies	2019	81%	81%	75%	56%	76%	75%	-	100%	-	*	70%
	2018	78%	79%	72%	50%	62%	80%	*	*	-	60%	66%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	45%	52%	30%	45%	57%	36%	92%	-	53%	41%
	2018	48%	45%	51%	29%	46%	56%	67%	72%	-	49%	44%
ELA/Reading	2019	48%	43%	47%	30%	40%	53%	20%	86%	-	50%	36%
	2018	46%	41%	45%	21%	40%	49%	*	78%	-	50%	36%
Mathematics	2019	52%	49%	62%	39%	57%	68%	40%	100%	-	65%	52%
	2018	50%	49%	65%	50%	60%	68%	*	89%	-	47%	58%
Writing	2019	38%	31%	38%	33%	27%	44%	*	*	-	44%	26%
	2018	41%	38%	45%	7%	39%	51%	-	60%	-	*	43%
Science	2019	54%	51%	55%	13%	52%	61%	-	100%	-	*	43%
	2018	51%	46%	57%	22%	51%	64%	*	*	-	40%	46%
Social Studies	2019	55%	52%	41%	19%	38%	43%	-	100%	-	*	31%
	2018	53%	48%	29%	17%	25%	33%	*	*	-	40%	23%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	19%	24%	14%	18%	28%	9%	72%	-	20%	16%
	2018	22%	18%	24%	8%	18%	29%	0%	38%	-	16%	16%
ELA/Reading	2019	21%	17%	24%	15%	17%	29%	0%	86%	-	25%	16%
	2018	19%	16%	24%	9%	18%	29%	*	22%	-	13%	17%
Mathematics	2019	26%	23%	27%	13%	22%	31%	20%	86%	-	20%	17%
	2018	24%	21%	30%	13%	25%	34%	*	67%	-	18%	22%
Writing	2019	14%	10%	17%	17%	11%	21%	*	*	-	0%	9%
	2018	13%	8%	14%	7%	12%	15%	-	20%	-	*	10%
Science	2019	25%	20%	29%	13%	25%	32%	-	60%	-	*	21%
	2018	23%	18%	27%	0%	16%	36%	*	*	-	20%	15%
Social Studies	2019	33%	27%	18%	13%	15%	18%	-	60%	-	*	12%
	2018	31%	24%	13%	0%	10%	16%	*	*	-	0%	7%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	66	67	59	64	69	40	100	-	67	62
	2018	69	69	71	71	69	72	*	72	-	62	70
ELA/Reading	2019	68	66	66	54	65	67	40	100	-	79	62
	2018	69	68	65	70	64	66	*	56	-	56	65
Mathematics	2019	70	66	67	64	63	71	40	100	-	55	62
	2018	70	69	76	72	75	77	*	89	-	68	76

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Texas Education Agency
2018-19 School Report Card
ROBERT P BRABHAM MIDDLE (170904043)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	39%	43%	20%	46%	46%	*	-	-	33%	16%
2018	38%	37%	43%	40%	39%	46%	-	-	-	*	26%
Mathematics											
2019	45%	48%	48%	63%	34%	57%	*	-	-	*	23%
2018	47%	48%	66%	62%	81%	58%	-	-	-	*	34%
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	76%	82%	63%	83%	83%	-	100%	-	*	24%
Students Requiring Accelerated Instruction											
2019	22%	24%	18%	38%	17%	17%	-	0%	-	*	76%
STAAR Cumulative Met Standard											
2019	85%	84%	88%	69%	88%	90%	-	100%	-	*	35%
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	83%	91%	87%	89%	92%	*	-	-	*	35%
Students Requiring Accelerated Instruction											
2019	18%	17%	9%	13%	11%	8%	*	-	-	*	65%
STAAR Cumulative Met Standard											
2019	88%	88%	93%	93%	90%	94%	*	-	-	*	47%

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**Texas Education Agency
2018-19 School Report Card
ROBERT P BRABHAM MIDDLE (170904043)**

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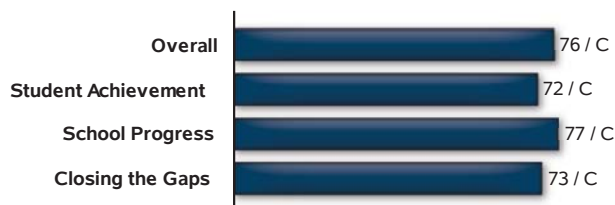
Texas Education Agency
2018-19 School Report Card
PARMLEY EL (170904101)

Accountability Rating



PARMLEY EL earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PARMLEY EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: WILLIS ISD
Campus Type: Elementary
Total Students: 640
Grade Span: KG - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ Science
- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Comparative Academic Growth
- ✗ Comparative Closing the Gaps
- ✗ Postsecondary Readiness

School and Student Information

This section provides demographic information about PARMLEY EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	94.9%	95.0%	95.4%
Enrollment by Race/Ethnicity			
African American	8.1%	6.9%	12.6%
Hispanic	31.1%	37.0%	52.6%
White	55.6%	51.9%	27.4%
American Indian	0.6%	0.4%	0.4%
Asian	0.5%	0.6%	4.5%
Pacific Islander	0.2%	0.1%	0.2%
Two or More Races	3.9%	3.1%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	70.6%	60.1%	60.6%
English Learners	5.2%	14.4%	19.5%
Special Education	10.5%	8.4%	9.6%
Mobility Rate (2017-18)	22.6%	19.0%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	19.6	20.9	18.9
Grade 1	20.4	19.8	18.8
Grade 2	19.2	19.1	18.7
Grade 3	19.8	20.1	18.9
Grade 4	20.2	20.0	19.2
Grade 5	23.3	23.0	21.2

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	60.4%	64.5%
Instructional Expenditure Ratio	n/a	62.7%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,611	\$9,078	\$9,844
Instruction	\$5,740	\$5,193	\$5,492
Instructional Leadership	\$37	\$29	\$155
School Leadership	\$480	\$550	\$576

**Texas Education Agency
2018-19 School Report Card
PARMLEY EL (170904101)**

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	76%	71%	59%	66%	75%	*	*	-	80%	70%
	2018	77%	75%	72%	69%	63%	75%	67%	100%	*	88%	67%
ELA/Reading	2019	75%	72%	68%	59%	64%	72%	*	*	-	63%	68%
	2018	74%	72%	72%	74%	62%	75%	*	*	*	83%	68%
Mathematics	2019	82%	81%	78%	59%	76%	82%	*	*	-	88%	76%
	2018	81%	81%	79%	71%	76%	81%	*	*	*	100%	74%
Writing	2019	68%	64%	56%	50%	50%	60%	-	-	-	*	53%
	2018	66%	65%	54%	83%	39%	59%	*	*	-	*	48%
Science	2019	81%	81%	73%	80%	67%	76%	*	*	-	*	77%
	2018	80%	77%	64%	33%	52%	70%	*	-	*	-	58%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	45%	39%	26%	28%	47%	*	*	-	40%	36%
	2018	48%	45%	40%	22%	32%	45%	67%	75%	*	69%	34%
ELA/Reading	2019	48%	43%	36%	15%	27%	45%	*	*	-	25%	36%
	2018	46%	41%	39%	16%	29%	46%	*	*	*	50%	33%
Mathematics	2019	52%	49%	43%	37%	31%	49%	*	*	-	50%	38%
	2018	50%	49%	46%	29%	35%	52%	*	*	*	100%	39%
Writing	2019	38%	31%	28%	7%	26%	32%	-	-	-	*	24%
	2018	41%	38%	38%	33%	32%	41%	*	*	-	*	35%
Science	2019	54%	51%	51%	80%	27%	64%	*	*	-	*	52%
	2018	51%	46%	27%	11%	30%	25%	*	-	*	-	23%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	19%	19%	10%	15%	22%	*	*	-	20%	16%
	2018	22%	18%	17%	10%	12%	19%	44%	25%	*	19%	11%
ELA/Reading	2019	21%	17%	17%	7%	13%	21%	*	*	-	25%	14%
	2018	19%	16%	19%	6%	19%	21%	*	*	*	17%	14%
Mathematics	2019	26%	23%	23%	15%	21%	25%	*	*	-	25%	21%
	2018	24%	21%	20%	16%	8%	24%	*	*	*	33%	12%
Writing	2019	14%	10%	10%	7%	11%	11%	-	-	-	*	8%
	2018	13%	8%	3%	0%	6%	2%	*	*	-	*	2%
Science	2019	25%	20%	22%	0%	10%	32%	*	*	-	*	15%
	2018	23%	18%	13%	11%	9%	13%	*	-	*	-	6%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	66	73	71	77	74	*	*	-	44	73
	2018	69	69	72	80	65	73	83	*	*	94	73
ELA/Reading	2019	68	66	69	68	70	71	*	*	-	*	70
	2018	69	68	69	71	59	72	*	*	*	*	67
Mathematics	2019	70	66	78	74	84	77	*	*	-	*	77
	2018	70	69	75	89	70	74	*	*	*	*	78

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Texas Education Agency
2018-19 School Report Card
PARMLEY EL (170904101)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	39%	33%	20%	31%	36%	*	-	-	*	8%
2018	38%	37%	35%	*	*	42%	*	-	-	*	*
Mathematics											
2019	45%	48%	55%	17%	50%	69%	*	-	-	-	46%
2018	47%	48%	54%	*	50%	55%	*	-	-	-	*
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	76%	72%	100%	64%	74%	*	*	-	*	17%
Students Requiring Accelerated Instruction											
2019	22%	24%	28%	0%	36%	26%	*	*	-	*	83%
STAAR Cumulative Met Standard											
2019	86%	84%	77%	100%	69%	79%	*	*	-	*	17%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	87%	88%	100%	86%	91%	*	*	-	*	83%
Students Requiring Accelerated Instruction											
2019	17%	13%	12%	0%	14%	9%	*	*	-	*	17%
STAAR Cumulative Met Standard											
2019	90%	93%	93%	100%	90%	96%	*	*	-	*	83%

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

**Texas Education Agency
2018-19 School Report Card
PARMLEY EL (170904101)**

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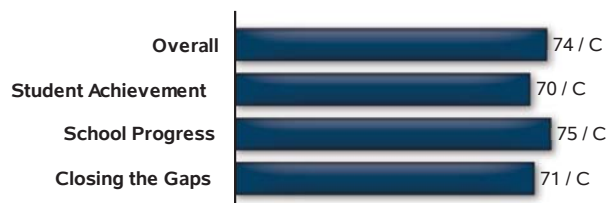
Texas Education Agency
2018-19 School Report Card
C C HARDY EL (170904103)

Accountability Rating



C C HARDY EL earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for C C HARDY EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: WILLIS ISD
Campus Type: Elementary
Total Students: 613
Grade Span: KG - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- X ELA/Reading X Mathematics
- X Science X Comparative Academic Growth
- X Comparative Closing the Gaps X Postsecondary Readiness

School and Student Information

This section provides demographic information about C C HARDY EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.9%	95.0%	95.4%
Enrollment by Race/Ethnicity			
African American	10.0%	6.9%	12.6%
Hispanic	52.4%	37.0%	52.6%
White	32.8%	51.9%	27.4%
American Indian	0.2%	0.4%	0.4%
Asian	0.2%	0.6%	4.5%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	4.6%	3.1%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	78.3%	60.1%	60.6%
English Learners	32.3%	14.4%	19.5%
Special Education	8.6%	8.4%	9.6%
Mobility Rate (2017-18)	19.5%	19.0%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	21.7	20.9	18.9
Grade 1	18.2	19.8	18.8
Grade 2	20.6	19.1	18.7
Grade 3	16.7	20.1	18.9
Grade 4	18.8	20.0	19.2
Grade 5	24.0	23.0	21.2

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	60.4%	64.5%
Instructional Expenditure Ratio	n/a	62.7%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,611	\$9,078	\$9,844
Instruction	\$5,599	\$5,193	\$5,492
Instructional Leadership	\$23	\$29	\$155
School Leadership	\$579	\$550	\$576

Texas Education Agency
2018-19 School Report Card
C C HARDY EL (170904103)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	76%	72%	55%	72%	77%	*	-	-	84%	71%
	2018	77%	75%	67%	49%	68%	73%	*	-	-	73%	64%
ELA/Reading	2019	75%	72%	74%	58%	72%	83%	*	-	-	88%	74%
	2018	74%	72%	66%	50%	68%	71%	*	-	-	69%	64%
Mathematics	2019	82%	81%	82%	68%	84%	80%	*	-	-	88%	80%
	2018	81%	81%	77%	62%	78%	80%	*	-	-	92%	75%
Writing	2019	68%	64%	46%	33%	42%	56%	-	-	-	*	46%
	2018	66%	65%	52%	23%	54%	62%	-	-	-	40%	47%
Science	2019	81%	81%	62%	33%	63%	71%	*	-	-	71%	60%
	2018	80%	77%	55%	40%	53%	68%	*	-	-	*	52%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	45%	35%	20%	32%	46%	*	-	-	44%	33%
	2018	48%	45%	29%	7%	26%	44%	*	-	-	24%	25%
ELA/Reading	2019	48%	43%	35%	23%	32%	46%	*	-	-	41%	33%
	2018	46%	41%	32%	12%	28%	48%	*	-	-	38%	28%
Mathematics	2019	52%	49%	42%	23%	40%	54%	*	-	-	53%	40%
	2018	50%	49%	31%	6%	30%	46%	*	-	-	23%	27%
Writing	2019	38%	31%	14%	17%	10%	19%	-	-	-	*	13%
	2018	41%	38%	23%	0%	21%	41%	-	-	-	0%	21%
Science	2019	54%	51%	34%	8%	31%	50%	*	-	-	43%	31%
	2018	51%	46%	14%	0%	8%	32%	*	-	-	*	10%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	19%	16%	5%	15%	21%	*	-	-	27%	13%
	2018	22%	18%	11%	1%	9%	18%	*	-	-	12%	9%
ELA/Reading	2019	21%	17%	16%	3%	14%	22%	*	-	-	29%	14%
	2018	19%	16%	15%	3%	12%	23%	*	-	-	23%	13%
Mathematics	2019	26%	23%	22%	10%	21%	28%	*	-	-	29%	18%
	2018	24%	21%	11%	0%	9%	20%	*	-	-	8%	9%
Writing	2019	14%	10%	2%	0%	0%	4%	-	-	-	*	1%
	2018	13%	8%	4%	0%	2%	10%	-	-	-	0%	5%
Science	2019	25%	20%	13%	0%	13%	18%	*	-	-	14%	9%
	2018	23%	18%	3%	0%	5%	0%	*	-	-	*	3%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	66	72	72	73	71	-	-	-	67	72
	2018	69	69	69	64	68	72	*	-	-	79	69
ELA/Reading	2019	68	66	64	61	67	61	-	-	-	50	65
	2018	69	68	77	63	77	82	*	-	-	79	76
Mathematics	2019	70	66	80	82	79	81	-	-	-	83	80
	2018	70	69	61	65	59	62	*	-	-	79	63

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

- Indicates zero observations reported for this group.

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

Texas Education Agency
2018-19 School Report Card
C C HARDY EL (170904103)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	39%	43%	38%	41%	47%	-	-	-	*	29%
2018	38%	37%	31%	*	39%	*	*	-	-	*	*
Mathematics											
2019	45%	48%	36%	25%	48%	20%	-	-	-	*	23%
2018	47%	48%	40%	*	35%	55%	*	-	-	*	*
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	76%	65%	42%	66%	71%	*	-	-	71%	10%
Students Requiring Accelerated Instruction											
2019	22%	24%	35%	58%	34%	29%	*	-	-	29%	90%
STAAR Cumulative Met Standard											
2019	86%	84%	76%	58%	76%	86%	*	-	-	86%	40%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	87%	69%	42%	68%	75%	*	-	-	100%	30%
Students Requiring Accelerated Instruction											
2019	17%	13%	31%	58%	32%	25%	*	-	-	0%	70%
STAAR Cumulative Met Standard											
2019	90%	93%	87%	67%	90%	86%	*	-	-	100%	60%

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

**Texas Education Agency
2018-19 School Report Card
C C HARDY EL (170904103)**

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Texas Education Agency 2018-19 School Report Card TURNER EL (170904104)

Accountability Rating



TURNER EL earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for TURNER EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: WILLIS ISD
Campus Type: Elementary
Total Students: 779
Grade Span: KG - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ Mathematics
- ✓ Comparative Academic Growth
- ✓ Comparative Closing the Gaps
- ✓ Postsecondary Readiness
- ✗ ELA/Reading
- ✗ Science

School and Student Information

This section provides demographic information about TURNER EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	96.4%	95.0%	95.4%
Enrollment by Race/Ethnicity			
African American	6.4%	6.9%	12.6%
Hispanic	21.4%	37.0%	52.6%
White	67.4%	51.9%	27.4%
American Indian	0.8%	0.4%	0.4%
Asian	1.5%	0.6%	4.5%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	2.4%	3.1%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	37.0%	60.1%	60.6%
English Learners	4.1%	14.4%	19.5%
Special Education	6.4%	8.4%	9.6%
Mobility Rate (2017-18)	13.8%	19.0%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	22.4	20.9	18.9
Grade 1	19.8	19.8	18.8
Grade 2	21.2	19.1	18.7
Grade 3	23.5	20.1	18.9
Grade 4	19.7	20.0	19.2
Grade 5	26.4	23.0	21.2

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	60.4%	64.5%
Instructional Expenditure Ratio	n/a	62.7%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$6,531	\$9,078	\$9,844
Instruction	\$4,921	\$5,193	\$5,492
Instructional Leadership	\$20	\$29	\$155
School Leadership	\$401	\$550	\$576

Texas Education Agency
2018-19 School Report Card
TURNER EL (170904104)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	76%	91%	89%	85%	92%	*	100%	-	100%	87%
	2018	77%	75%	89%	76%	79%	93%	*	100%	-	93%	84%
ELA/Reading	2019	75%	72%	90%	88%	86%	91%	*	100%	-	100%	87%
	2018	74%	72%	89%	79%	78%	93%	*	100%	-	92%	84%
Mathematics	2019	82%	81%	95%	96%	95%	96%	*	100%	-	100%	92%
	2018	81%	81%	95%	79%	91%	98%	*	100%	-	92%	91%
Writing	2019	68%	64%	88%	100%	80%	88%	-	*	-	100%	85%
	2018	66%	65%	78%	83%	50%	82%	-	*	-	*	66%
Science	2019	81%	81%	83%	63%	57%	91%	-	*	-	*	68%
	2018	80%	77%	84%	40%	70%	93%	*	*	-	*	77%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	45%	61%	44%	53%	64%	*	88%	-	66%	49%
	2018	48%	45%	63%	33%	55%	67%	*	71%	-	71%	53%
ELA/Reading	2019	48%	43%	59%	33%	50%	62%	*	83%	-	77%	48%
	2018	46%	41%	59%	16%	53%	64%	*	50%	-	67%	50%
Mathematics	2019	52%	49%	72%	75%	66%	74%	*	100%	-	54%	59%
	2018	50%	49%	75%	47%	73%	78%	*	100%	-	75%	67%
Writing	2019	38%	31%	40%	30%	37%	40%	-	*	-	75%	31%
	2018	41%	38%	55%	67%	38%	59%	-	*	-	*	34%
Science	2019	54%	51%	55%	0%	43%	63%	-	*	-	*	41%
	2018	51%	46%	43%	0%	27%	50%	*	*	-	*	35%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	19%	36%	14%	30%	40%	*	75%	-	26%	22%
	2018	22%	18%	32%	18%	28%	35%	*	41%	-	32%	24%
ELA/Reading	2019	21%	17%	36%	13%	26%	41%	*	67%	-	31%	23%
	2018	19%	16%	34%	5%	27%	38%	*	50%	-	33%	23%
Mathematics	2019	26%	23%	46%	25%	43%	49%	*	83%	-	31%	29%
	2018	24%	21%	42%	42%	40%	43%	*	67%	-	42%	36%
Writing	2019	14%	10%	14%	0%	10%	18%	-	*	-	13%	8%
	2018	13%	8%	14%	0%	6%	17%	-	*	-	*	3%
Science	2019	25%	20%	27%	0%	24%	28%	-	*	-	*	12%
	2018	23%	18%	13%	0%	9%	17%	*	*	-	*	10%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	66	78	75	77	79	-	94	-	56	73
	2018	69	69	76	64	81	76	-	90	-	63	80
ELA/Reading	2019	68	66	71	67	66	74	-	*	-	56	65
	2018	69	68	74	73	77	74	-	80	-	*	79
Mathematics	2019	70	66	84	83	87	84	-	*	-	56	82
	2018	70	69	79	55	85	77	-	100	-	*	81

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

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

Texas Education Agency
2018-19 School Report Card
TURNER EL (170904104)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	39%	56%	*	64%	55%	-	-	-	-	*
2018	38%	37%	46%	*	*	68%	-	-	-	-	*
Mathematics											
2019	45%	48%	69%	100%	50%	60%	-	-	-	-	20%
2018	47%	48%	79%	*	67%	89%	-	-	-	-	*
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	76%	88%	63%	81%	92%	-	*	-	*	67%
Students Requiring Accelerated Instruction											
2019	22%	24%	12%	38%	19%	8%	-	*	-	*	33%
STAAR Cumulative Met Standard											
2019	86%	84%	94%	75%	90%	97%	-	*	-	*	67%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	87%	98%	100%	90%	99%	-	*	-	*	67%
Students Requiring Accelerated Instruction											
2019	17%	13%	2%	0%	10%	1%	-	*	-	*	33%
STAAR Cumulative Met Standard											
2019	90%	93%	98%	100%	90%	100%	-	*	-	*	67%

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
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n/a Indicates data reporting is not applicable for this group.

**Texas Education Agency
2018-19 School Report Card
TURNER EL (170904104)**

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Texas Education Agency
2018-19 School Report Card
EDWARD B CANNAN EL (170904106)

Accountability Rating

B

EDWARD B CANNAN EL earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for EDWARD B CANNAN EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: WILLIS ISD

Campus Type: Elementary

Total Students: 660

Grade Span: KG - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ **Comparative Academic Growth** ✗ ELA/Reading
- ✗ **Mathematics** ✗ **Science**
- ✗ **Comparative Closing the Gaps** ✗ **Postsecondary Readiness**

School and Student Information

This section provides demographic information about EDWARD B CANNAN EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	96.2%	95.0%	95.4%
Enrollment by Race/Ethnicity			
African American	3.3%	6.9%	12.6%
Hispanic	47.9%	37.0%	52.6%
White	45.6%	51.9%	27.4%
American Indian	0.2%	0.4%	0.4%
Asian	0.2%	0.6%	4.5%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	2.9%	3.1%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	72.1%	60.1%	60.6%
English Learners	36.1%	14.4%	19.5%
Special Education	9.2%	8.4%	9.6%
Mobility Rate (2017-18)	14.2%	19.0%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	20.7	20.9	18.9
Grade 1	19.3	19.8	18.8
Grade 2	18.9	19.1	18.7
Grade 3	20.3	20.1	18.9
Grade 4	20.7	20.0	19.2
Grade 5	20.5	23.0	21.2

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	60.4%	64.5%
Instructional Expenditure Ratio	n/a	62.7%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$6,892	\$9,078	\$9,844
Instruction	\$5,150	\$5,193	\$5,492
Instructional Leadership	\$21	\$29	\$155
School Leadership	\$438	\$550	\$576

Texas Education Agency
2018-19 School Report Card
EDWARD B CANNAN EL (170904106)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	76%	71%	47%	69%	73%	-	*	-	85%	67%
	2018	77%	75%	74%	48%	74%	77%	-	*	-	68%	73%
ELA/Reading	2019	75%	72%	68%	42%	65%	72%	-	*	-	100%	62%
	2018	74%	72%	71%	25%	67%	77%	-	*	-	80%	68%
Mathematics	2019	82%	81%	80%	58%	81%	79%	-	*	-	92%	79%
	2018	81%	81%	80%	63%	83%	78%	-	*	-	70%	79%
Writing	2019	68%	64%	61%	*	60%	63%	-	-	-	60%	55%
	2018	66%	65%	66%	*	67%	64%	-	*	-	*	65%
Science	2019	81%	81%	61%	40%	54%	74%	-	*	-	*	59%
	2018	80%	77%	75%	*	71%	83%	-	-	-	*	74%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	45%	39%	13%	38%	43%	-	*	-	45%	35%
	2018	48%	45%	43%	22%	43%	45%	-	*	-	24%	40%
ELA/Reading	2019	48%	43%	34%	8%	30%	39%	-	*	-	58%	26%
	2018	46%	41%	40%	25%	35%	47%	-	*	-	30%	35%
Mathematics	2019	52%	49%	52%	25%	57%	49%	-	*	-	50%	51%
	2018	50%	49%	50%	25%	54%	48%	-	*	-	30%	48%
Writing	2019	38%	31%	28%	*	19%	41%	-	-	-	20%	22%
	2018	41%	38%	36%	*	40%	33%	-	*	-	*	33%
Science	2019	54%	51%	27%	0%	22%	34%	-	*	-	*	22%
	2018	51%	46%	38%	*	39%	41%	-	-	-	*	38%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	19%	19%	6%	18%	21%	-	*	-	18%	16%
	2018	22%	18%	18%	0%	19%	17%	-	*	-	4%	15%
ELA/Reading	2019	21%	17%	17%	0%	14%	21%	-	*	-	25%	12%
	2018	19%	16%	17%	0%	17%	19%	-	*	-	0%	14%
Mathematics	2019	26%	23%	28%	17%	31%	26%	-	*	-	25%	25%
	2018	24%	21%	22%	0%	25%	20%	-	*	-	10%	21%
Writing	2019	14%	10%	9%	*	5%	16%	-	-	-	0%	7%
	2018	13%	8%	7%	*	8%	5%	-	*	-	*	5%
Science	2019	25%	20%	7%	0%	2%	13%	-	*	-	*	4%
	2018	23%	18%	16%	*	18%	15%	-	-	-	*	13%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	66	77	75	79	74	-	*	-	89	79
	2018	69	69	79	79	81	77	-	*	-	85	77
ELA/Reading	2019	68	66	73	63	78	68	-	*	-	83	76
	2018	69	68	75	71	78	73	-	*	-	70	73
Mathematics	2019	70	66	81	88	79	80	-	*	-	94	81
	2018	70	69	83	86	84	80	-	*	-	100	82

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Texas Education Agency
2018-19 School Report Card
EDWARD B CANNAN EL (170904106)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	39%	41%	*	48%	31%	-	-	-	-	29%
2018	38%	37%	45%	*	46%	48%	-	-	-	*	*
Mathematics											
2019	45%	48%	54%	*	50%	50%	-	-	-	*	14%
2018	47%	48%	55%	*	58%	53%	-	-	-	*	*
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	76%	69%	60%	71%	68%	-	*	-	*	29%
Students Requiring Accelerated Instruction											
2019	22%	24%	31%	40%	29%	32%	-	*	-	*	71%
STAAR Cumulative Met Standard											
2019	86%	84%	81%	80%	81%	79%	-	*	-	*	38%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	87%	84%	80%	85%	81%	-	*	-	*	13%
Students Requiring Accelerated Instruction											
2019	17%	13%	16%	20%	15%	19%	-	*	-	*	88%
STAAR Cumulative Met Standard											
2019	90%	93%	91%	100%	92%	87%	-	*	-	*	13%

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**Texas Education Agency
2018-19 School Report Card
EDWARD B CANNAN EL (170904106)**

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Texas Education Agency
2018-19 School Report Card
W LLOYD MEADOR EL (170904107)

Accountability Rating

B

W LLOYD MEADOR EL earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for W LLOYD MEADOR EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: WILLIS ISD

Campus Type: Elementary

Total Students: 729

Grade Span: KG - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- X ELA/Reading X Mathematics
- X Science X Comparative Academic Growth
- X Comparative Closing the Gaps X Postsecondary Readiness

School and Student Information

This section provides demographic information about W LLOYD MEADOR EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	96.2%	95.0%	95.4%
Enrollment by Race/Ethnicity			
African American	4.3%	6.9%	12.6%
Hispanic	38.4%	37.0%	52.6%
White	55.3%	51.9%	27.4%
American Indian	0.0%	0.4%	0.4%
Asian	0.0%	0.6%	4.5%
Pacific Islander	0.1%	0.1%	0.2%
Two or More Races	1.9%	3.1%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	61.7%	60.1%	60.6%
English Learners	17.1%	14.4%	19.5%
Special Education	8.8%	8.4%	9.6%
Mobility Rate (2017-18)	14.0%	19.0%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	20.3	20.9	18.9
Grade 1	20.7	19.8	18.8
Grade 2	16.1	19.1	18.7
Grade 3	20.2	20.1	18.9
Grade 4	23.5	20.0	19.2
Grade 5	21.3	23.0	21.2

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	60.4%	64.5%
Instructional Expenditure Ratio	n/a	62.7%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,311	\$9,078	\$9,844
Instruction	\$5,491	\$5,193	\$5,492
Instructional Leadership	\$24	\$29	\$155
School Leadership	\$499	\$550	\$576

Texas Education Agency
2018-19 School Report Card
W LLOYD MEADOR EL (170904107)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	76%	79%	68%	74%	82%	-	-	-	100%	76%
	2018	77%	75%	81%	79%	77%	84%	67%	-	-	83%	76%
ELA/Reading	2019	75%	72%	79%	64%	76%	81%	-	-	-	100%	76%
	2018	74%	72%	81%	84%	77%	83%	*	-	-	88%	76%
Mathematics	2019	82%	81%	85%	86%	81%	88%	-	-	-	100%	83%
	2018	81%	81%	87%	88%	84%	89%	*	-	-	88%	83%
Writing	2019	68%	64%	61%	40%	56%	65%	-	-	-	100%	58%
	2018	66%	65%	69%	80%	65%	70%	-	-	-	*	65%
Science	2019	81%	81%	75%	*	65%	80%	-	-	-	*	73%
	2018	80%	77%	75%	53%	66%	88%	*	-	-	*	65%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	45%	48%	22%	41%	53%	-	-	-	68%	40%
	2018	48%	45%	51%	39%	43%	58%	33%	-	-	44%	45%
ELA/Reading	2019	48%	43%	46%	14%	37%	52%	-	-	-	75%	35%
	2018	46%	41%	48%	44%	37%	56%	*	-	-	50%	41%
Mathematics	2019	52%	49%	55%	36%	50%	59%	-	-	-	63%	48%
	2018	50%	49%	62%	48%	59%	68%	*	-	-	38%	58%
Writing	2019	38%	31%	36%	0%	30%	42%	-	-	-	60%	28%
	2018	41%	38%	41%	20%	35%	45%	-	-	-	*	36%
Science	2019	54%	51%	47%	*	38%	51%	-	-	-	*	40%
	2018	51%	46%	37%	20%	20%	53%	*	-	-	*	24%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	19%	25%	16%	21%	28%	-	-	-	23%	20%
	2018	22%	18%	23%	13%	16%	29%	17%	-	-	22%	19%
ELA/Reading	2019	21%	17%	26%	7%	22%	30%	-	-	-	25%	18%
	2018	19%	16%	25%	16%	17%	32%	*	-	-	38%	20%
Mathematics	2019	26%	23%	32%	29%	28%	35%	-	-	-	38%	29%
	2018	24%	21%	28%	12%	21%	35%	*	-	-	13%	24%
Writing	2019	14%	10%	6%	0%	3%	10%	-	-	-	0%	4%
	2018	13%	8%	9%	20%	3%	12%	-	-	-	*	8%
Science	2019	25%	20%	19%	*	19%	20%	-	-	-	*	15%
	2018	23%	18%	13%	7%	7%	20%	*	-	-	*	8%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	66	71	64	64	75	-	-	-	65	69
	2018	69	69	74	74	71	75	*	-	-	67	74
ELA/Reading	2019	68	66	70	61	65	75	-	-	-	40	69
	2018	69	68	72	74	69	74	*	-	-	*	74
Mathematics	2019	70	66	71	67	63	76	-	-	-	90	70
	2018	70	69	75	74	73	77	*	-	-	*	74

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Texas Education Agency
2018-19 School Report Card
W LLOYD MEADOR EL (170904107)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	39%	44%	*	40%	48%	-	-	-	-	0%
2018	38%	37%	46%	*	45%	46%	*	-	-	-	*
Mathematics											
2019	45%	48%	56%	*	63%	52%	-	-	-	-	43%
2018	47%	48%	44%	*	58%	*	-	-	-	-	*
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	76%	81%	*	78%	84%	-	-	-	*	13%
Students Requiring Accelerated Instruction											
2019	22%	24%	19%	*	22%	16%	-	-	-	*	88%
STAAR Cumulative Met Standard											
2019	86%	84%	88%	*	84%	90%	-	-	-	*	25%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	87%	93%	*	89%	96%	-	-	-	*	63%
Students Requiring Accelerated Instruction											
2019	17%	13%	7%	*	11%	4%	-	-	-	*	38%
STAAR Cumulative Met Standard											
2019	90%	93%	96%	*	92%	98%	-	-	-	*	75%

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**Texas Education Agency
2018-19 School Report Card
W LLOYD MEADOR EL (170904107)**

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2018-2019 Accreditation Statuses

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

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

Show/Hide columns:

[CDN](#) | [Name](#) | [ESC](#) | [District Type](#) | [2014 FIRST Rating](#) | [2014 Accountability Rating](#) | [2015 FIRST Rating](#) | [2015 Accountability Rating](#) | [2016 FIRST Rating](#) | [2016 Accountability Rating](#) | [2017 FIRST Rating](#) | [2017 Accountability Rating](#) | [2018 FIRST Rating](#) | [2018 Accountability Rating](#) | [2018-2019 Accreditation Status](#) | [Reason For Status](#) | [Notes](#)

Show entries

Search:

CDN	Name	ESC	2018 FIRST Rating	2018-2019 Accreditation Status	Reason For Status	Notes
170904	WILLIS ISD	6	A - Superior	ACCREDITED		

Report of 2016-2017 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2018

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 2016-2017 high school graduates who attended public four-year and two-year higher education in FY 2018. 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 2017, spring 2018, and summer 2018 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 2018, 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 2018 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 FY2017
Enrolled in Texas Public or Independent Higher Education in FY 2018

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					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	70	16	9	14	16	15	0
	Two-Year Public Colleges	128	45	18	17	23	22	3
	Independent Colleges & Universities	8						
	Not Trackable	12						
	Not Found	207						
	Total High School Graduates	425						

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
2018-19 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	5	0	0
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	5	0	0
Cumulative Student Enrollment (CSE)		715	668	800	722	832	977	886	2,321
Incident Rate (TI/CSE x 100)		0.00%	0.00%	0.00%	0.00%	0.00%	0.51%	0.00%	0.00%

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.willisisd.org)



2017-2018 Actual Financial data

Totals for Willis ISD (170904)

Total Enrolled Students in Membership: 7,254

	<u>District</u>			<u>State</u>		
	General Fund	%	Per Student	All Funds	%	Per Student
Receipts						
Total Revenue	63,123,735	100.00%	8,702	85,824,657	100.00%	11,831
Local Tax	34,808,219	55.14%	4,798	46,515,389	54.20%	6,412
Other Local and Intermediate	1,162,006	1.84%	160	4,669,032	5.44%	644
State	27,080,485	42.90%	3,733	27,718,466	32.30%	3,821
Federal	73,025	0.12%	10	6,921,770	8.07%	954
Total Receipts	63,123,735	100.00%	8,702	85,824,657	100.00%	11,831
Total Revenue	63,123,735	100.00%	8,702	85,824,657	100.00%	11,831
Recapture	0	0.00%	0	0	0.00%	0
Total Other Resources	0	0.00%	0	0	0.00%	0
Fund Balances (for ISDs)						
Total Fund Balance**	29,314,329	46.44%	4,041	99,138,364	115.51%	13,667
Nonspendable Fund Balance	14,903	0.02%	2	14,903	0.02%	2
Restricted Fund Balance	0	0.00%	0	69,824,035	81.36%	9,626
Committed Fund Balance	17,200,000	27.25%	2,371	17,200,000	20.04%	2,371
Assigned Fund Balance	0	0.00%	0	0	0.00%	0
Unassigned Fund Balance	12,099,426	19.17%	1,668	12,099,426	14.10%	1,668
Disbursements						
Total Expenditures	58,380,887	100.00%	8,048	113,606,657	100.00%	15,661
BY OBJECT	58,380,887	100.00%	8,048	113,606,657	100.00%	15,661
Payroll (Objects 6100)	49,031,704	83.99%	6,759	53,808,435	47.36%	7,418
Other Operating (Objects 6200-6400)	7,761,528	13.29%	1,070	12,405,686	10.92%	1,710
Debt Service (Objects 6500)	0	0.00%	0	11,752,167	10.34%	1,620
Capital Outlay (Objects 6600)	1,587,655	2.72%	219	35,640,369	31.37%	4,913

BY FUNCTION (Objects 6100-6400 only)

Debt Service (71)	0		0	0		0	0		0
Facilities Acquisition & Construction (81)	0		0	364,255		50	467,408,659		87
Total Operating Expenditures	56,793,232	100.00%	7,829	65,849,866	100.00%	9,078	53,007,735,811	100.00%	9,844
Instruction (11,95)	34,525,461	60.79%	4,760	37,667,694	57.20%	5,193	29,573,638,083	55.79%	5,492
Instructional Res Media (12)	197,284	0.35%	27	199,945	0.30%	28	605,950,802	1.14%	113
Curriculum/Staff Develop (13)	975,934	1.72%	135	1,361,593	2.07%	188	1,174,310,004	2.22%	218
Instructional Leadership (21)	168,371	0.30%	23	213,826	0.32%	29	833,658,903	1.57%	155
School Leadership (23)	3,942,638	6.94%	544	3,987,777	6.06%	550	3,099,426,611	5.85%	576
Guidance Counseling Svcs (31)	1,973,372	3.47%	272	2,116,612	3.21%	292	1,926,098,691	3.63%	358
Social Work Services (32)	167,823	0.30%	23	180,385	0.27%	25	142,409,113	0.27%	26
Health Services (33)	622,619	1.10%	86	746,367	1.13%	103	536,700,538	1.01%	100
Transportation (34)	3,118,780	5.49%	430	3,161,181	4.80%	436	1,570,586,301	2.96%	292
Food (35)	0	0.00%	0	4,080,929	6.20%	563	2,825,048,050	5.33%	525
Extracurricular (36)	1,534,080	2.70%	211	2,378,604	3.61%	328	1,610,863,870	3.04%	299
General Administration (41,92)	1,745,970	3.07%	241	1,745,970	2.65%	241	1,787,695,433	3.37%	332
Plant Maint/Operation (51)	6,827,027	12.02%	941	6,961,154	10.57%	960	5,547,616,328	10.47%	1,030
Security/Monitoring (52)	556,210	0.98%	77	556,210	0.84%	77	505,751,521	0.95%	94
Data Processing Services (53)	437,663	0.77%	60	437,663	0.66%	60	1,009,632,415	1.90%	187
Community Services (61)	0	0.00%	0	53,956	0.08%	7	258,349,148	0.00%	48
Total Disbursements	58,801,671	100.00%	8,106	114,034,216	100.00%	15,720	76,425,568,379	100.00%	14,193
Total Expenditures	58,380,887	99.28%	8,048	113,606,657	99.63%	15,661	70,292,451,357	100.00%	13,054
Recapture	0	0.00%	0	0	0.00%	0	2,068,522,423	2.63%	384
Total Other Uses	0	0.00%	0	0	0.00%	0	3,402,247,277	4.45%	632
Intergovernmental Charge	420,784	0.72%	58	427,559	0.37%	59	662,347,322	1.25%	123

Program Expenditures

Operating Expenditures - Program	43,854,948	100.00%	6,046	47,564,933	100.00%	6,557	39,129,628,714	100.00%	7,267
Regular	28,634,270	65.29%	3,947	28,634,270	60.20%	3,947	23,408,623,199	59.82%	4,347
Gifted and Talented	92,100	0.21%	13	92,100	0.19%	13	396,918,069	1.01%	74
Career and Technical	1,798,963	4.10%	248	1,880,496	3.95%	259	1,595,080,075	4.08%	296
Students with Disabilities	6,527,259	14.88%	900	8,104,681	17.04%	1,117	6,228,755,783	15.92%	1,157
Accelerated Education	3,368,140	7.68%	464	5,066,821	10.65%	698	1,729,817,631	4.42%	321
Bilingual	559,789	1.28%	77	677,429	1.42%	93	624,626,340	1.60%	116
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	156,186,644	0.40%	29
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	223,139,912	0.57%	41

Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	27,092,836	0.07%	5
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	2,061,367,635	5.27%	383
Athletics/Related Activities	1,289,363	2.94%	178	1,483,679	3.12%	205	1,059,340,400	2.71%	197
High School Allotment	909,426	2.07%	125	909,426	1.91%	125	568,417,706	1.45%	106
Prekindergarten	675,638	1.54%	93	716,031	1.51%	99	1,050,262,484	2.68%	195

	<u>District</u>	<u>State</u>
Instructional Expenditure Ratio	62.7%	62.7%

Tax Rates**2017 (current tax year) Tax Rates**

Maintenance and Operations	1.0400	1.0933
Interest and Sinking Funds	0.3500	0.2108
Total Tax Rate	1.3900	1.3041

2016 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	3,055,337,525	N/A	2,220,042,195,073	N/A
Property Value per pupil	421,193	N/A	436,998	N/A
Property Value by category:				
Business	704,097,895	20.10%	892,180,729,305	35.47%
Residential	2,610,430,281	74.53%	1,479,753,710,535	58.82%
Land	166,843,503	4.76%	65,281,339,904	2.60%
Oil and Gas	0	0.00%	64,143,342,124	2.55%
Other	21,023,319	0.60%	14,174,456,770	0.56%

Unassigned Fund Balance percentage of total budgeted expenditures

2017-2018 School Districts' General Fund Unassigned Fund Balance***	12,099,426	12,575,271,982
2017-2018 School Districts' General Fund Total Budgeted Expenditures	58,754,022	45,316,911,612
2017-2018 School Districts' Percent of Total Budgeted Expenditures	20.6%	27.7%

** Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues.

Charter schools report net assets rather than fund balances.

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

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2019 Accountability Rating: The overall rating earned by the district or campus for 2019.

2019 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination status based on an evaluation of each district's Results Driven Accountability (RDA) indicators (formerly Performance Based Monitoring Analysis indicators) in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link: <https://tea.texas.gov/si/SPEDmonitoring/>

Additional resources include the RDA Manual and the State Performance Plan at the following links: <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>
https://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

2019 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated.

Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test.

Performance

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

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Other Important Information:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2019/masking.html>.

STAAR Performance

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

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

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

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

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

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

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

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

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

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

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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For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that require students to demonstrate proficiency on the reading and mathematics assessments in grades 5 and 8.

For 2019, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration:* The percentage of students who met the Approaches Grade Level standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met the Approaches Grade Level standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

- (3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the assessments in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the assessment in either of the first two administrations}}{\text{cumulative number of students who took the assessment in either of the first two administrations}}$$

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- (4) *STAAR Non-Proficient Students Promoted by a Grade Placement Committee (GPC):* The percentage of students who did not reach the satisfactory standard on STAAR but were promoted to the next grade level by a grade placement committee. It is calculated as follows:

$$\frac{\text{number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level}}{\text{number of students who did not pass the assessment in the first, second, or third administrations}}$$

- (5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted and Retained:* The percentage of students who met standard this year but did not meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

Promoted to Grade 6 or 9: The percentage of students who passed the STAAR in 2019 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 reading STAAR in 2019}}{\text{number of students who were promoted by their GPC and took grade 6 reading STAAR in 2019}}$$

Retained in Grade 5 or 8: The percentage of students who passed the STAAR in 2019 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 reading STAAR in 2019}}{\text{number of students retained and took grade 5 reading STAAR in 2019}}$$

Bilingual Education/ESL

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

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

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BE-Dual One-Way. Biliteracy program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Participation

STAAR Participation

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

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

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O

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- *Not included in Accountability:* answer documents counted as participants but not used in determining the district or campus accountability rating
- ♦ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
- ♦ *Other Exclusions.* The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O, except for substitute assessments.

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

Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2017–18 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2017–18}}{\text{total number of days that students in grades 1–12 were in membership in 2017–18}}$$

This indicator was used in awarding distinction designations in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout

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- 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:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2017–18 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2017–18 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2017–18 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2017–18 school year}}$$

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2017–18](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2019 Accountability Manual](#) (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)

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

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For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2017.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2012–13. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2016.

Additional Information on Cohorts:

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

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2014–15 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2014–15 but takes 5 years to graduate (i.e., graduates in May 2019) is still part of the 2018 cohort; he or she is not switched to the 2019 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2018. This is also true for the five-year and six-year extended longitudinal cohorts.

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

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2018 for the 2018 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2018**

number of students in the 2018 cohort*

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

number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2018 cohort*

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- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2018–19 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 2018–19 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2018–19 school year

number of students in the 2018 cohort*

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

number of students from the 2018 cohort who received a high school diploma by August 31, 2018 plus number of students from the cohort who received a TxCHSE by August 31, 2018

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:

**number of students from the cohort who received a high school diploma by August 31, 2018 plus
number of students from the cohort who received a TxCHSE by August 31, 2018 plus
number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

number of students in the 2018 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2017 cohort*

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- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2018}}{\text{number of students in the 2017 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort*}}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2018} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2018} \end{array}}{\text{number of students in the 2017 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2018} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2018} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year} \end{array}}{\text{number of students in the 2017 cohort*}}$$

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2016 cohort. It is calculated as follows:

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number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2016 cohort*

- (2) *Received TxCHSE*: For the 2016 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2016 cohort*

- (3) *Continued High School*: The percentage of the 2016 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2018–19 school year

number of students in the 2016 cohort*

- (4) *Dropped Out*: The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2018–19 school year

number of students in the 2016 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018
plus**

number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2016 cohort*

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018
plus**

**number of students from the cohort who received a TxCHSE by August 31, 2018
plus**

**number of students from the cohort who were enrolled in the fall of the 2018–19 school
year**

number of students in the 2016 cohort*

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data

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errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

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

Additional Information about Federal Graduation Rates

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

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2018 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2013–14. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2017 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2012–13. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2016. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2016 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

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

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2017–18](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

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RHSP/DAP Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2018 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2018 with reported graduation plans
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2018 who complete a 4-year FHSP-E

number of graduates in the Class of 2018 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2018 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2018 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

**number of graduates from the Class of 2018 who complete a 4-year RHSP or
DAP or FHSP-E or FHSP-DLA**

number of graduates in the Class of 2018 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP

**number of graduates in SY 2017–18 with reported graduation plans (excludes
graduates with FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2017–18 who earn an FHSP-E

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number of graduates in SY 2017–18 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2017–18 who earn an FHSP-DLA

number of graduates in school year (SY) 2017–18 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2017–18 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2017 and the Class of 2018. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2017–18 are also shown:

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

(Data source: TSDS PEIMS 40203)

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

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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 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 2017–18 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, or Military Readiness (CCMR)

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

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math. *(Data source: TSDS PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate’s Degree:** A graduate earning an associate’s degree while in high school. *(Data source: TSDS PEIMS 40100/49010)*
- 5) **OnRamps Course Credits:** A graduate completing an OnRamps course and receiving at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

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Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. (*Data source: TSDS PEIMS 48011*)
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. (*Data source: TSDS PEIMS 40203*)
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. These graduates receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2019 Accountability Manual](#). (*Data source: TSDS PEIMS 43415 and 40110 [summer]*)
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. (*Data source: TSDS PEIMS 40203*)
- 10) **Current Special Education Students with Advanced Degree Plans:** A graduate who graduates under an advanced degree plan and is identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110*)
- 11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. (*Data source: THECB*)

College, Career, or Military Ready Graduates

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

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. (*Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010*)

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

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

* For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables.

The percentages are calculated as follows:

English Language Arts.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA in 2017–18

number of 2017–18 annual graduates

Mathematics.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics in 2017–18

number of 2017–18 annual graduates

Both Subjects.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics in 2017–18

number of 2017–18 annual graduates

Either Subject.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics in 2017–18

number of 2017–18 annual graduates

Dual Course Credits: The percentage of annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics (Data source: TSDS PEIMS 43415)

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number of 2017–18 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2017–18 annual graduates

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

number of 2017–18 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2017–18 annual graduates

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

number of 2017–18 annual graduates who earned an associate’s degree before graduation

number of 2017–18 annual graduates

Associate’s Degree but not Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Associate’s Degree and Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps course and qualified for three hours of university or college credit (*Data source: OnRamps program*)

number of 2017–18 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2017–18 annual graduates

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2019 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

number of 2017–18 annual graduates who earned an approved industry-based certification

number of 2017–18 annual graduates

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Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017–18 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2017–18 annual graduates}}$$

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)

$$\frac{\text{number of 2017–18 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2017–18 annual graduates}}$$

U.S. Armed Forces Enlistment: The percentage of annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017–18 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces}}{\text{number of 2017–18 annual graduates}}$$

Current Special Education Students with Advanced Degree Plans: The percentage of annual graduates under an advanced degree plan and identified as a current special education student (Data source: TSDS PEIMS 40203 and 40110)

$$\frac{\text{number of 2017–18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2017–18 annual graduates}}$$

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)

$$\frac{\text{number of 2017–18 annual graduates who earned a Level I or Level II certificate}}{\text{number of 2017–18 annual graduates}}$$

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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)*

$$\frac{\text{number of 2017–18 annual graduates who took the TSIA}}{\text{number of 2017–18 annual graduates}}$$

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

Mathematics

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

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

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

$$\frac{\text{number of 2017–18 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2017–18 annual graduates}}$$

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

number of 2017–18 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

$$\frac{\text{number of 2017–18 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2017–18 annual graduates}}$$

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

English Language Arts.

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

$$\frac{\text{number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2017–18 annual graduates}}$$

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Mathematics.

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2017–18 annual graduates

Both Subjects.

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2017–18 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2014–15 to 2017–18 school years. (*Data source: TSDS PIEMS 43415*)

number of 2017–18 annual graduates who completed and earned credit for at least one AP or IB course in the 2014–15 to 2017–18 school years

number of 2017–18 annual graduates

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

All Subjects

Number of students in grades 11 & 12 in the 2017–18 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 2017–18 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 2017–18 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 2017–18 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 2017–18 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

These indicators were used in determining the 2019 distinction designations for campuses and districts. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: College Board, IB, and TSDS PEIMS 40110)

AP/IB Results (Examinees \geq Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

All Subjects

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion

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

English Language Arts

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in ELA

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

Mathematics

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in mathematics

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

Science

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in science

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

Social Studies

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in social studies

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

These indicators were used in determining the 2019 distinction designations for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders \geq 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

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students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (*Data source: College Board and IB*)

All Subjects

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion

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. For the class of 2017 and previous years, the scores were based on each student’s most recent examination. Because of the change to using highest score, only the class of 2018 is shown.

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

number of 2017–18 graduates who took either the SAT or the ACT

number of 2017–18 graduates reported

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

**number of 2017–18 graduating examinees who scored at or above the
criterion score on either the SAT or the ACT**

**number of 2017–18 graduating examinees taking either the SAT or the
ACT**

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

**number of 2017–18 graduating examinees who scored at or above the
criterion score on either the SAT or the ACT**

number of 2017–18 graduates reported

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables. (*Data source: College Board and TSDS PEIMS 40203*)

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

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

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2017–18 graduates who took the SAT

number of 2017–18 graduates who took the SAT

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

sum of SAT evidence-based reading and writing scores of all 2017–18 graduates who took the SAT

number of 2017–18 graduates who took the SAT

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

sum of SAT mathematics scores of all 2017–18 graduates who took the SAT

number of 2017–18 graduates who took the SAT

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables. (*Data source: College Board and TSDS PEIMS 40203*)

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

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

sum of ACT composite scores of all 2017–18 graduates who took the ACT

number of 2017–18 graduates who took the ACT

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

sum of ACT English and Reading combined scores of all 2017–18 graduates who took the ACT

number of 2017–18 graduates who took the ACT

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

sum of ACT mathematics scores of all 2017–18 graduates who took the ACT

number of 2017–18 graduates who took the ACT

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

sum of ACT science scores of all 2017-18 graduates who took the ACT

number of 2017-18 graduates who took the ACT

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps course and earned three hours of college credit (*Data source: OnRamps program*)

number of 2017–18 annual graduates who completed an OnRamps course and earned three hours of college credit before graduation

number of 2017–18 annual graduates

Current Special Education Students with Advanced Degree Plans: The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110*)

number of 2017–18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2017–18 annual graduates

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

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

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

Any Subject

number of students in grades 11–12 in 2017–18 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2017–18

English Language Arts

number of students in grades 11–12 in 2017–18 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one ELA course in 2017–18

Mathematics

number of students in grades 11–12 in 2017–18 who received credit for at least one mathematics advanced/dual-credit course

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number of students in grades 11–12 who received credit for at least one mathematics course in 2017–18

Science

number of students in grades 11–12 in 2017–18 who received credit for at least
one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2017–18

Social Studies

number of students in grades 11–12 in 2017–18 who received credit for at least
one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 43415)

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

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

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

Any Subject

number of students in grades 9–12 in 2017–18 who received credit for at least
one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2017–18

English Language Arts

number of students in grades 9–12 in 2017–18 who received credit for at least
one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2017–18

Mathematics

number of students in grades 9–12 in 2017–18 who received credit for at least
one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2017–18

Science

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number of students in grades 9–12 in 2017–18 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 2017–18

Social Studies

number of students in grades 9–12 in 2017–18 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 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#).
(Data source: TSDS PEIMS 43415)

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 2016–17 school year who attended a public or independent college or university in Texas in the 2017–18 academic year

number of graduates during the 2016–17 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

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

number of graduates during the 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated
and

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

number of graduates during the 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

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

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

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (Data source: THECB)

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Profile

Student Information

Total Students: The total number of public school students who were reported in membership on October 26, 2018, at any grade from early childhood education through grade 12. Membership differs from enrollment as it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district. (*Data source: TSDS PEIMS 40110*)

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

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

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

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

(*Data source: TSDS PEIMS 40100 and TEA Student Assessment Division*)

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

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” and “Limited English Proficient” (LEP) are used interchangeably.

Inclusion and exclusion of EL performance varies by indicator:

- EL performance of students who are in year one in U.S. schools is excluded from all STAAR indicators. Exclusion of other EL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of EL performance, see the [2019 Accountability Manual](#).
- EL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

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

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

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2018–19, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (*Data source: TSDS PEIMS 44425*)

Students with Dyslexia: The count and percentage of students identified with Dyslexia.

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

$$\frac{\text{number of students in the 2018–19 school year considered as at risk}}{\text{total number of students}}$$

(*Data source: TSDS PEIMS 40110*)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

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

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

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

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

Students with Autism (TSDS PEIMS disability code 10)

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- 10—Autism (AU)

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

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

Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

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

number of mobile students in 2017–18

**number of students who were in membership at any time during the
2017–18 school year**

This rate is calculated at the campus level and disaggregated by race/ethnicity. The mobility rate shown in the “district” column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. *(Data source: TSDS PEIMS 42400)*

Retention Rates by Grade (*not on campus profile*): The percentage of students in Texas public schools who enrolled in fall 2018 in the same grade in which they were reported for the last six-week period of the prior school year (2017–18).

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, 2017–18*, available from TEA. *(Data source: TSDS PEIMS 40110)*

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

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

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the end of the school start window. (For 2017–18 the end of the school-start window was September 28, 2018.)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2017–18 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.
- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: TSDS PEIMS 30090)

Staff Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Data source: TSDS PEIMS 30050)

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

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

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

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

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

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

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

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

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2017–18 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19. It is calculated as the total FTE count of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19, divided by the total teacher FTE count for the fall of 2017–18. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: TSDS PEIMS 30050 and 30090*)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note

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

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

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

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

Kindergarten Readiness

Kindergarten (KG) Ready: Assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner's List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013–14 through 2018–19, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner's List of Reading Instruments](#). Students may take multiple assessments.

Eligible Students: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students determined to be kindergarten ready based on assessment results, who were eligible to attend PK and did attend public PK the prior school year.

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Eligible Students Who Did Not Attend PK: Kindergarten students who were eligible to attend public PK but did not attend public PK the prior school year.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

Student Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who 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
Federal Accountability	Federal and State Education Policy.....	(512) 463-9414
RDA Special Education Monitoring Results Status		
	Results Driven Accountability.....	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine.....	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance.....	(512) 463-9623
School Report Card	Performance Reporting.....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR (all assessments)	Student Assessment	(512) 463-9536
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
Effective Schools Framework	School Improvement.....	(512) 463-5226
TELPAS	Student Assessment	(512) 463-9536

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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
105.....	Security
106.....	District/Campus Information Technology Professional

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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

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- All courses shown were for the 2018–19 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (First Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
03580370	Discrete Math for Computer Science
03580395	Robotics Programming and Design
12701410	Applied Math for Tech Professionals
13001000	Math Appl in Ag/Food and Nat/Resources
13016700	Accounting II
13016900	Statistical and Business Decision Making
13018000	Financial Mathematics
13020970	Math for Medical Professionals
13032950	Manufacturing Engineering Technology II
13036700	Engineering Mathematics
13037050	Robotics II
13037600	Digital Electronics
A3100101	AP Calculus AB

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Mathematics (cont.)

A3100102	AP Calculus BC
A3100200	AP Statistics
A3580100	AP Computer Science A
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580300	AP Computer Science Principles
N1100014	AP Research
N1130026	AP Seminar
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society, SL
I3580500	IB Information Technology In A Global Society

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Ensemble
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing Portfolio
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio

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Fine Arts (cont.)

I3250200	IB Music, Standard Level
I3250300	IB Music, Higher Level
I3600100	IB Visual Art/Design, Higher Level
I3600200	IB Visual Art/Design, Standard Level-A
I3750200	IB Theatre Arts, Standard Level
I3750300	IB Theatre Arts, Higher Level
I3830100	IB Dance, Standard Level
I3830200	IB Dance, Higher Level

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050003	AP Physics I: Algebra Based
A3050004	AP Physics II: Algebra Based
A3050005	AP Physics C: Electricity and Magnetism
A3050006	AP Physics C: Mechanics
I3010201	IB Biology, Standard Level
I3010202	IB Biology, Higher Level
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology, Standard Level
I3030002	IB Design Technology, Higher Level
I3040002	IB Chemistry, Standard Level
I3040003	IB Chemistry, Higher Level
I3050002	IB Physics, Standard Level
I3050003	IB Physics, Higher Level
13000700	Advanced Animal Science
13002100	Advanced Plant and Soil Science
13020600	Anatomy and Physiology
13020700	Medical Microbiology
13020800	Pathophysiology
13023000	Food Science
13029500	Forensic Science
13036400	Biotechnology I
13036450	Biotechnology II
13037100	Principles of Technology
13037200	Scientific Research and Design
13037210	Scientific Research and Design II
13037220	Scientific Research and Design III
13037300	Engineering Design and Problem Solving
13037500	Engineering Science

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Social Studies/History

A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3360200	AP Human Geography (Elective)
A3370100	AP World History
I3301100	IB History, Standard Level
I3301200	IB History: Africa, Higher Level
I3301300	IB History: Americas, Higher Level
I3301400	IB History: East and Southeast Asia, Higher Level
I3301500	IB History: Europe, Higher Level
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy
03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03110910	Adv, 1st Time, Arabic
03110920	Adv, 2nd Time, Arabic
03110930	Adv, 3rd Time, Arabic
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03120910	Adv, 1st Time, Japanese

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03120920	Adv, 2nd Time, Japanese
03120930	Adv, 3rd Time, Japanese

Advanced Languages (Cont.)

03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03400910	Adv, 1st Time, Italian
03400920	Adv, 2nd Time, Italian
03400930	Adv, 3rd Time, Italian
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03410910	Adv, 1st Time, French
03410920	Adv, 2nd Time, French
03410930	Adv, 3rd Time, French
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03420910	Adv, 1st Time, German
03420920	Adv, 2nd Time, German
03420930	Adv, 3rd Time, German
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440600	Spanish VI
03440700	Spanish VII
03440910	Adv, 1st Time, Spanish
03440920	Adv, 2nd Time, Spanish
03440930	Adv, 3rd Time, Spanish
03450400	Russian IV
03450500	Russian V

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Advanced Languages (Cont.)

03450600	Russian VI
03450700	Russian VII
03450910	Adv, 1st Time, Russian
03450920	Adv, 2nd Time, Russian
03450930	Adv, 3rd Time, Russian
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03470910	Adv, 1st Time, Portuguese
03470920	Adv, 2nd Time, Portuguese
03470930	Adv, 3rd Time, Portuguese
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03490910	Adv, 1st Time, Chinese
03490920	Adv, 2nd Time, Chinese
03490930	Adv, 3rd Time, Chinese
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03510910	Adv, 1st Time, Vietnam
03510920	Adv, 2nd Time, Vietnam
03510930	Adv, 3rd Time, Vietnam
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03520910	Adv, 1st Time, Hindi
03520920	Adv, 2nd Time, Hindi
03520930	Adv, 3rd Time, Hindi
03980400	American Sign Language IV
03530910	Adv, 1st Time, Urdu
03530920	Adv, 2nd Time, Urdu
03530930	Adv, 3rd Time, Urdu
11401910	Adv, 1st Time, Turkish

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Advanced Languages (Cont.)

11401920	Adv, 2nd Time, Turkish
11401930	Adv, 3rd Time, Turkish
11403610	Adv, 1st Time, Korean
11403620	Adv, 2nd Time, Korean
11403630	Adv, 3rd Time, Korean
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese IV
A3400400	AP Italian IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV
I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV

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Advanced Languages (Cont.)

I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

Other

I3000100	IB Theory of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV

