

Kaufman Independent School District

District Improvement Plan

2023-2024



Mission Statement

KISD will equip students to become lifelong learners committed to academic excellence, integrity, responsible citizenship, and service to others.

Vision

Preparation Purpose Pride

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kaufman ISD is a public school district that meets the unique needs of approximately 4332 PK-12th grade students. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. The district consists of seven campuses; Helen Edwards Early Childhood Center (PK, K), Monday Elementary (grades 1-5), Phillips Elementary (grades 1-5), Lucille Nash Elementary (grades 1-5), O.P. Norman Junior High School (grades 6-8), Kaufman High School (grades 9-12), and Gary Campbell High School (an alternative high school campus). Our four campuses that serve PK through 5th grade are all identified as schoolwide title I campuses. The district recently moved to community-based elementary schools.

In 2022-2023, we had 72% Economically Disadvantaged students, 55.5% Hispanic, 36.5% White, 4.5% African American, and 2.8% two or more races. 46% of our students are identified as At-Risk. 26% of our students are classified as Emergent Bilingual (EB). 6.7% of our students are identified as Gifted and Talented, 6.2% are dyslexic, 8.1% are classified as 504, and 12.2% are identified as Students with Disabilities requiring special education services.

Attendance rates are above the state average and have stabilized coming out of COVID. In 2022-2023 we had an attendance rate of 93.3%. This is a couple of percentage points lower than where we were pre-COVID. The dropout rate is consistently below 1% and less than half the state average.

The federal mandate for highly qualified teachers has now expired, but KISD continues to place a high priority on employing a high quality, talented staff. Our average years of experience for teachers is 13.5 years.

Demographics Strengths

KISD has a diverse student population that provides a rich school culture and community that values education. Our population is beginning to grow. We grew by nearly 300 students between 2021-2022 and 2022-2023. Early data from 2023-2024 show a modest growth of around 60 students. Recent demographic studies indicate that KISD is likely to experience significant and rapid growth over the next 10 years.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): EB STAAR passing rates are significantly below district general population and state EB averages. **Root Cause:** Lack of foundational literacy skills in English

Problem Statement 2 (Prioritized): Insufficient educational support for EBs outside of school **Root Cause:** Inadequate school/parent connections and capacity

Problem Statement 3 (Prioritized): Student performance took a significant step back in 2020 and 2021 and we are still recovering in some subject areas. **Root Cause:** The learning process was significantly interrupted due to the COVID crisis.

Student Learning

Student Learning Summary

[This section will be updated when the 2023 TAPR is released. Preliminary data is being used for planning purposes.]

KISD earned an overall accountability Rating of 'A' (91) for the 2021-2022 school year including the following component scores: Student Achievement - 89, CCMR - 98, School Progress - 94, Closing the Gaps - 83. In addition, each campus also received grades as follows: KHS - A (90), GCHS - A (97), NJH - B (85), Monday El - B (87), Phillips El - NR (72), Nash El - B (85).

The following distinctions were earned by the district / campuses:

- KISD - Postsecondary Readiness
- Kaufman HS - Postsecondary Readiness, Social Studies, Comparative Closing the Gaps
- Norman Junior High - Social Studies, Postsecondary Readiness, Comparative Closing the Gaps
- Monday Elementary - Math, Science, Reading, Postsecondary Readiness, Comparative Closing the Gaps
- Nash Elementary - Reading, Postsecondary Readiness

Most subjects except for Math have rebounded at least to pre-COVID levels on STAAR. Our recovery has outpaced the State in almost every category.

Our overall accountability score has improved from 80 in 2018 to 87 in 2019 to 91 in 2022.

Texas Education Agency 2022 Accountability Ratings Overall Summary KAUFMAN ISD (129903) - KAUFMAN COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		91	A
Student Achievement		89	B
STAAR Performance	50	82	
College, Career and Military Readiness	90	98	
Graduation Rate	99.7	95	
School Progress		94	A
Academic Growth	75	89	B
Relative Performance (Eco Dis: 76.8%)	70	94	A
Closing the Gaps	70	83	B

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

* This district did not receive an A rating in the Student Achievement domain because the district includes at least one campus that received a scaled score less than 70 in the Student Achievement domain.

Distinction Designations

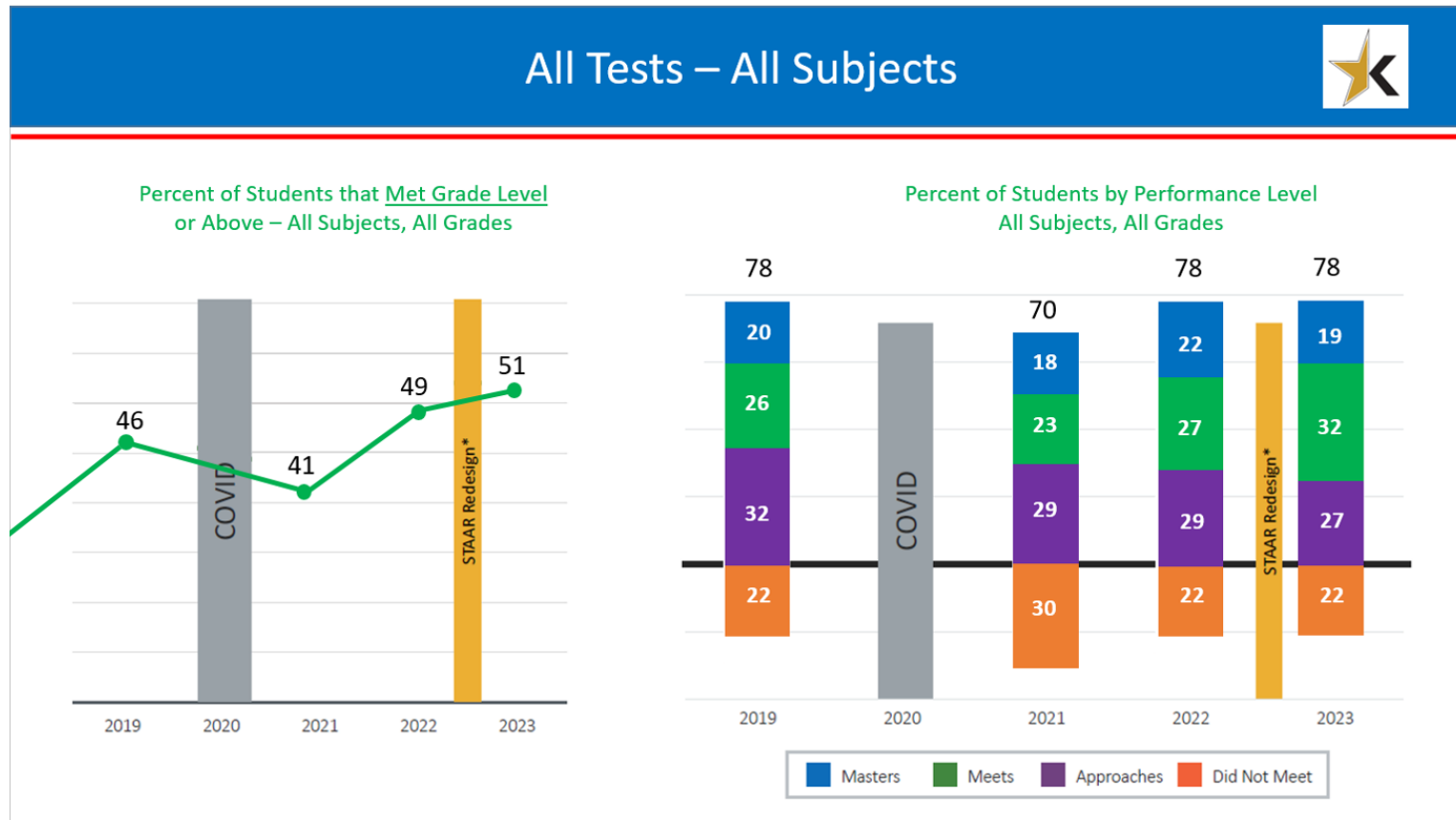
✓ Postsecondary Readiness

For more information on student achievement, see the data tables in the addendum.

We continue to see improvement in the percentage of students who are reading on grade level in the early elementary years as measured by MAP, LLI, running records and other data.

Preliminary data from 2021-2022 has helped us identify deficiencies and learning gaps. Addressing these gaps will be a primary focus for 2022-2023.

Preview of 2023 Prelim Data:



Student Learning Strengths

- Most subject areas have rebounded to at least pre-COVID levels
- Scores across the board are rising.
- Reading levels in PK through grade 2 continue to improve
- The district earned an 89 in Academic Growth due in part to significant focus on individual student growth
- College, Career, and Military readiness improved to 90% which is a grade of 98.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We have a high number of students consistently performing below grade level on state and local assessments. **Root Cause:** Reading skills are below grade level.

Problem Statement 2 (Prioritized): A moderate percentage of KISD students are reading below grade level.

District Processes & Programs

District Processes & Programs Summary

KISD employs 280 certified teachers, 47 support professionals, 25 administrative staff members, 94 educational aides, and 89 other paraprofessionals and auxiliary staff for a total of 536 staff members.

Over the past couple of years we have placed more emphasis on writing with the implementation of Empowering Writers. We are using Leveled Literacy Intervention and Read Right for reading intervention in the elementary schools. These programs have played a part in the significant improvement in reading achievement.

At the high school level, we continue to expand and enhance our program offerings to help prepare students for life beyond high school. The CTE program has more than doubled in the past 10 years. We offer students multiple pathways in all five endorsement options. We completed construction of a new high school a few years ago with features specifically designed to support our endorsement pathways including:

- A state of the art performing arts center
- Ag Science and Floral Design classrooms and shop
- A beautiful gym with seating for 1400
- A complete culinary arts commercial kitchen and learning space
- Multiple computer labs with new computers
- A Journalism lab with new Mac computers
- A fully functioning TV studio
- A digital graphics and animation lab
- New rehearsal spaces for theater, band, and choir
- New or newly refinished classrooms for all classes
- New collaboration-friendly classroom furniture for all classrooms
- An engineering lab with a robotics section and lab
- A two-level media center
- A Go-Center for college and career prep

District Processes & Programs Strengths

- Renewed approach to both Math and Reading instruction over the past few years
- Instructional Facilitators for math and reading
- Bilingual Coordinator/parent liaison
- Planning days built into calendar
- PD days built into the calendar
- All principals use some form of Friday focus to communicate with staff
- Safety plans drills in place
- The district benefits from many experienced teachers
- The new HS has greatly benefited FA and CTE programs as well as general education classes
- Threat assessment team and protocols

- 1:1 take-home Chromebooks for HS and 1:1 ratio for the rest of the district
- COVID health and safety protocols in place

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Substandard performance by special education students on state and local assessments **Root Cause:** Many special education students reading significantly below grade level

Problem Statement 2 (Prioritized): We have a bit of a disconnect in continuity of services from one grade level to the next.

Perceptions

Perceptions Summary

The teachers and staff at KISD continue to be committed to ensuring we provide a safe, secure and nurturing learning environment that provides students with a quality education and helps parents become part of the learning process. We hope that each and every child that walks our halls, leaves knowing that they matter, are valued, and hold worth. We work hard as a staff to meet the needs of each individual student.

We set our expectations high for academic success, and it is also our expectation that students will be good citizens at school and in the community. Parents are a vital component to the achievement and success of our students.

Our DEIC is made up of a diverse group of stakeholders who meet at least 4 times a year to determine needs based on data, prioritize funds, especially those tied to federal, and these stakeholders give a voice to our staff, students, and community.

The community alignment of our elementary schools is helping to facilitate sustained family involvement.

Perceptions Strengths

- Positive staff relationships
- The community in general is highly supportive of school activities
- The School works hard to give back to the community

Priority Problem Statements

Problem Statement 1: We have a high number of students consistently performing below grade level on state and local assessments.

Root Cause 1: Reading skills are below grade level.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: A moderate percentage of KISD students are reading below grade level.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: EB STAAR passing rates are significantly below district general population and state EB averages.

Root Cause 3: Lack of foundational literacy skills in English

Problem Statement 3 Areas: Demographics

Problem Statement 4: Insufficient educational support for EBs outside of school

Root Cause 4: Inadequate school/parent connections and capacity

Problem Statement 4 Areas: Demographics

Problem Statement 5: Substandard performance by special education students on state and local assessments

Root Cause 5: Many special education students reading significantly below grade level

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: We have a bit of a disconnect in continuity of services from one grade level to the next.

Root Cause 6:

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: Student performance took a significant step back in 2020 and 2021 and we are still recovering in some subject areas.

Root Cause 7: The learning process was significantly interrupted due to the COVID crisis.

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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data



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




Goals




Goal 1: Improve Student Achievement







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

Evaluation Data Sources: STAAR Results
TAPR
Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Provide district-wide staff development in areas of specific need Strategy's Expected Result/Impact: Teachers will be better prepared to attack areas of weakness Staff Responsible for Monitoring: Asst Sup of Academics Directors Principals Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Use Lexia at Elem and IXL for secondary to track student reading levels and content skills and reinforce instruction Strategy's Expected Result/Impact: Teachers will have a better understanding of student learning gaps. This will guide instruction that leads to improved reading. Students will benefit from personalized intervention. Staff Responsible for Monitoring: Teachers Principal Inst Facilitator Title I: 2.4, 2.5, 2.6 Funding Sources: Lexia and IXL - ESSER III - \$75,000	Formative			Summative
	Dec	Mar	July	July
				

Strategy 3 Details	Reviews			
Strategy 3: Use computer Math programs (Progress Learning / IXL) to fill gaps and build student math skills Strategy's Expected Result/Impact: Students will increase their mathematical abilities and will perform better on state and local assessments Staff Responsible for Monitoring: Principals Math Inst Facilitator Title I: 2.4, 2.5, 2.6 Funding Sources: Progress Learning Math - ESSER III - \$20,000	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Utilize Edugence to help continually improve effectiveness and efficiency of the MTSS program Strategy's Expected Result/Impact: Our RTI program will meet the intervention needs of students allowing them to progress toward grade level. Staff Responsible for Monitoring: Principals Director of Curriculum and Instruction Title I: 2.4, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Use common assessments and data reviews to help guide instruction. Strategy's Expected Result/Impact: Data driven instruction will lead to more effective teaching and intervention which will make the students more successful. Staff Responsible for Monitoring: Principals Instructional Facilitators Department Chairs Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				



Strategy 6 Details	Reviews			
Strategy 6: Use LLI or Read Right with Tier 3 readers at elementary and Read Right at secondary Strategy's Expected Result/Impact: Tier 3 readers will significantly improve reading abilities Staff Responsible for Monitoring: RTI Facilitator Principal Intervention Teachers Title I: 2.4, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
Strategy 7: Provide and support intensive, supplemental reading intervention in PK-5 Strategy's Expected Result/Impact: Struggling readers will show significant progress toward grade level. Staff Responsible for Monitoring: Principals Reading Intervention Teachers Results Driven Accountability Funding Sources: Intervention teachers - Title I Funds - \$535,103	Formative			Summative
	Dec	Mar	July	July
				
Strategy 8 Details	Reviews			
Strategy 8: Support and provide early instructional support for EBs in PK-1st with additional paraprofessionals Strategy's Expected Result/Impact: Students will improve English speaking skills when provided with this additional support. Staff Responsible for Monitoring: Principals Bilingual teachers Paraprofessionals Results Driven Accountability Funding Sources: Paraprofessionals - Title III Funds - \$82,000	Formative			Summative
	Dec	Mar	July	July
				







Strategy 9 Details	Reviews			
Strategy 9: Provide expanded summer school to help recover from COVID learning loss (more teachers, more weeks, higher pay) Strategy's Expected Result/Impact: Students will begin to regain some of the learning lost due to COVID. Staff Responsible for Monitoring: Director of Curriculum and Instruction Principals Title I: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: Summer School payroll and supplies - ESSER III - \$300,000	Formative			Summative
	Dec	Mar	July	July
	N/A			
Strategy 10 Details	Reviews			
Strategy 10: Provide after-school tutoring program leading up to STAAR Strategy's Expected Result/Impact: Students will be better prepared for success on the STAAR test Staff Responsible for Monitoring: Principals Title I: 2.4, 2.5, 2.6 Funding Sources: After-school STAAR tutorials - ESSER III - \$40,000	Formative			Summative
	Dec	Mar	July	July
				
Strategy 11 Details	Reviews			
Strategy 11: Provide supplemental resources and activities to address identified deficiencies on science STAAR Strategy's Expected Result/Impact: Student scores will improve on science STAAR Staff Responsible for Monitoring: Principals Funding Sources: Supplemental instructional resources and activities - Title I Funds	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Improve Student Achievement

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

Evaluation Data Sources: STAAR Results
TAPR
Eduphoria









Strategy 1 Details	Reviews			
Strategy 1: Utilize Math Instructional Facilitators position Strategy's Expected Result/Impact: The facilitators will help teachers disaggregate data and refine teaching skills leading to higher levels of student success. Title I: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: Math Instructional Facilitators - Title I Funds - \$152,085	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Reading Instructional Facilitator position Strategy's Expected Result/Impact: The facilitators will help teachers disaggregate data and refine teaching skills leading to higher levels of student success. Staff Responsible for Monitoring: Director of Curriculum and Instruction Principals Title I: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: Reading Instructional Facilitators - Title I Funds - \$147,273, - Title II Funds	Formative			Summative
	Dec	Mar	July	July
				

Strategy 3 Details	Reviews			
Strategy 3: Utilize Curriculum Director Position Strategy's Expected Result/Impact: Director will ensure a complete and effective curriculum leading to appropriate student learning. Staff Responsible for Monitoring: Assistant Superintendent of Academics Title I: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: CD Salary, TRS, benefits - ESSER III - \$110,000	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Utilize MAP testing and data in grades K-8 to support our focus on growth. Strategy's Expected Result/Impact: Assessment will help define learning gaps and guide instruction Staff Responsible for Monitoring: Principals Title I: 2.4, 2.6 - Results Driven Accountability Funding Sources: MAP Testing - ESSER III - \$55,000	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Improve Student Career and College Readiness

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




Evaluation Data Sources: Graduation records
PEIMS








Strategy 1 Details	Reviews			
Strategy 1: Continue to develop and support multiple pathways in each of the 5 endorsement tracks. Strategy's Expected Result/Impact: Students will be able to graduate with endorsements in areas of interest and will be more prepared for college or careers Staff Responsible for Monitoring: Asst Sup of Academics Principals Associate Principal Counselors Teachers Title I: 2.5	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Explore and implement new CTE courses to add to pathways as students reach the upper levels Strategy's Expected Result/Impact: Students will be able to graduate with endorsements in areas of interest and will be more prepared for college or careers Staff Responsible for Monitoring: Asst Sup of Academics Principals Associate Principal Counselors Teachers Title I: 2.5	Formative			Summative
	Dec	Mar	July	July
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Improve Student Career and College Readiness

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

Evaluation Data Sources: PIEMS Reports
TAPR

Strategy 1 Details	Reviews			
Strategy 1: Provide an alternative choice HS - GCHS to meet the needs of at-risk students Strategy's Expected Result/Impact: Through a supportive and individualized atmosphere, this campus will allow at-risk students to graduate who may have otherwise had a very difficult time doing so. Staff Responsible for Monitoring: Superintendent GCHS staff Title I: 2.6 Funding Sources: Gary Campbell High School Staff & Supplies - State Comp Ed - \$962,745	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Provide night school for at-risk students at GCHS Strategy's Expected Result/Impact: This will allow at-risk students to graduate who may have otherwise had a very difficult time doing so. Staff Responsible for Monitoring: GCHS Principal Title I: 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Conduct data review with principals to identify and locate leavers from the previous year. Strategy's Expected Result/Impact: This process will help keep kids from falling through the cracks. Particularly, students who withdraw to attend another school, but never show up at that school. Staff Responsible for Monitoring: Assistant Sup for Academics Director of Accountability Secondary Principals, Counselors, and Registrar Title I: 2.6	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details	Reviews			
Strategy 4: Provide additional staff to serve at-risk students on non-AEA campuses. Strategy's Expected Result/Impact: The special needs of at-risk students will be met and allow these students to remain on track to graduate with their peers. Staff Responsible for Monitoring: Campus Principals Assistant Superintendent Funding Sources: Additional Staff for At-Risk students on non-AEA campuses - State Comp Ed - \$2,050,647	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Improve Student Career and College Readiness



Performance Objective 3: Promote a college -bound culture

Evaluation Data Sources: Course Schedules

PEIMS Reports

CCMR

College enrollment data

Strategy 1 Details	Reviews			
Strategy 1: Support Dual Credit / AP / Honors courses Strategy's Expected Result/Impact: Students who take these courses will expand their knowledge and abilities and will experience higher levels of success Staff Responsible for Monitoring: Asst. Sup of Academics Dir of Curr & Inst Principal Title I: 2.4	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Administer PSAT to all Sophs and Jrs Strategy's Expected Result/Impact: Students will be more prepared when it comes time to take the SAT/ACT leading to higher scores and higher rates of student acceptance in colleges of their choice. Staff Responsible for Monitoring: Dir of Curr & Inst Principals Counselors	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
Strategy 3: Pay Dual Credit tuition for low-socio students Strategy's Expected Result/Impact: This will allow some students to attend college who may not have the opportunity otherwise. Staff Responsible for Monitoring: Dir of Curr & Inst Principal Counselor	Formative			Summative
	Dec	Mar	July	July
				



No Progress



Accomplished



Continue/Modify







Discontinue








Goal 2: Improve Student Career and College Readiness

Performance Objective 4: CCMR rate based on TSI, ACT, SAT, Dual Credit, IBCs, and Military enlistment will improve from 52% to 60% by September of 2025

HB3 Goal

Evaluation Data Sources: TEA reports and local data








Strategy 1 Details	Reviews			
Strategy 1: Implement College Bridge curriculum in College Prep courses Strategy's Expected Result/Impact: The self-paced, targeted course will better prepare students for college and result in more students passing the TSI Staff Responsible for Monitoring: Director of Curriculum and Instruction Principal College Prep teachers	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Provide SAT, ACT, and TSI on campus Strategy's Expected Result/Impact: Greater access will allow more students to achieve success on these tests Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunity for military recruiters to meet with HS students Strategy's Expected Result/Impact: More students will enlist in the military Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Increase opportunities for students to earn Industry Based Certificates Strategy's Expected Result/Impact: An increased number of students, when provided with the opportunity, will earn an Industry Based Certification and be considered College/Career/Military Ready. Staff Responsible for Monitoring: Associate Principal, CTE Teachers, Principal	Formative			Summative
	Dec	Mar	July	July
				









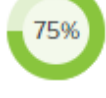
Strategy 5 Details	Reviews			
Strategy 5: Employ Director of CCMR Strategy's Expected Result/Impact: Students will be better prepared for college and careers. Staff Responsible for Monitoring: Assistant Superintendent of Academics Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Eduphoria Workshop / Strive
R10 Offerings
Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide district-wide staff development in areas of specific need. Strategy's Expected Result/Impact: Teachers will be better prepared to attack areas of weakness leading to improvement in those areas. Staff Responsible for Monitoring: Asst Sup of Academics Dir of Curriculum and Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Use exchange hour program for professional development. Strategy's Expected Result/Impact: This will allow teachers to seek training on topics of interest or need. It will allow them to target training in line with their T-TESS goals. This will help them better serve their students' needs. Staff Responsible for Monitoring: Asst Sup of Academics Dir of C&I Principals	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize combination of R10 online and district-developed, principal-led compliance training for required professional development. Strategy's Expected Result/Impact: This combination training will help teachers understand important aspects of the law and district expectations. Staff Responsible for Monitoring: Asst. Sup Curriculum Director Principals`	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details	Reviews			
Strategy 4: Implement campus-based, ongoing ethics training. Strategy's Expected Result/Impact: This training will strengthen teachers' awareness of ethical practices and help avoid unethical behavior. Staff Responsible for Monitoring: Asst Sup Principals	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Provide new teacher orientation Strategy's Expected Result/Impact: New teachers will be able to assimilate to the KISD culture. Expectations will be made clear Staff Responsible for Monitoring: Superintendent Asst Superintendents	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
Strategy 6: Provide a mentor program for teachers new to the profession Strategy's Expected Result/Impact: This program will help brand new teachers progress in their development and help keep them from feeling overwhelmed. Staff Responsible for Monitoring: Asst Sup or HR Mentor Program Advisor	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
Strategy 7: Use T-TESS system with Student Learning Objectives Strategy's Expected Result/Impact: This system helps keep the teachers focused on continual growth for themselves and their students. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Mar	July	July
				
Strategy 8 Details	Reviews			
Strategy 8: Provide Reading Academy for K-3 teachers who have not yet had the training. Strategy's Expected Result/Impact: Greater student achievement in Reading. Staff Responsible for Monitoring: Director of Curriculum and Instruction Reading Facilitator Title I: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: RA Stipends - ESSER III - \$60,000	Formative			Summative
	Dec	Mar	July	July
				



No Progress



Accomplished



Continue/Modify











Discontinue

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

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

Evaluation Data Sources: Personnel reports

Strategy 1 Details	Reviews			
Strategy 1: Give hiring preference to fully certified candidates Strategy's Expected Result/Impact: This will ensure that we are putting the most qualified teachers in the classroom. Staff Responsible for Monitoring: Asst Sup of HR and Operations	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure that low income and minority students are not taught at higher rates than other students by non-certified or inexperienced teachers. Strategy's Expected Result/Impact: All students will have equal access to high quality teachers. Staff Responsible for Monitoring: Asst Superintendent of HR Equity Plan	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: The district will retain high quality staff members

Evaluation Data Sources: Retention rates

Strategy 1 Details	Reviews			
Strategy 1: Retention stipends will be issued to all returning staff members in August. Strategy's Expected Result/Impact: The district will retain high quality staff members Results Driven Accountability Funding Sources: Retention Bonuses - ESSER II - \$520,000	Formative			Summative
	Dec	Mar	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				



Goal 4: Improve Student Programs & Services








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

Evaluation Data Sources: Usage Reports

Tech Plan

Tech survey

Strategy 1 Details	Reviews			
Strategy 1: Purchase additional Chromebooks for student use Strategy's Expected Result/Impact: The addition of new devices will allow all students and teachers to use technology at the same time leading to greater learning opportunities. This purchase will also help replace outdated machines. Having enough chromebooks for all students allows us to be prepared for possible future extended school closure. Staff Responsible for Monitoring: Director of Technology Asst Sup of Academics Principals Inst Tech Facilitators Title I: 2.4, 2.5, 2.6 Funding Sources: Chromebooks - ESSER III - \$900,000	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Develop programs to utilize technology in the classroom. Strategy's Expected Result/Impact: Effective technology integration will expand learning opportunities for students and increase engagement. Staff Responsible for Monitoring: Asst. Sup Technology Director Dir of Curr & Inst Inst Tech Facilitators Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				

Strategy 3 Details	Reviews			
Strategy 3: Maintain highly-trained and skilled technical staff Strategy's Expected Result/Impact: The technology staff will order, prepare, deploy, inventory, and maintain all technical equipment allowing the teachers and students to utilize these tools. Staff Responsible for Monitoring: Asst Sup of Academics Technology Director	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Continue to support 1:1 chromebook program at KHS and GCHS. Strategy's Expected Result/Impact: This will allow students to use technology in all classes and at home. It will build technology skills, expand educational opportunity, and better prepare students for college. Staff Responsible for Monitoring: Asst Superintendent of Academics Principal Instructional Technology Facilitator Funding Sources: Chromebooks - ESSER III - \$100,000	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Employ Instructional Technology Facilitators to train teachers to use technology in the classroom Strategy's Expected Result/Impact: The teachers will be better equipped to integrate technology into daily instruction Staff Responsible for Monitoring: Principals Director of Curriculum and Instruction Funding Sources: Instructional Technology Facilitator - Title II Funds - \$78,000	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs & Services




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









Evaluation Data Sources: Program Data and Evaluations

SST Data

RTI Data

PIEMS

Strategy 1 Details	Reviews			
Strategy 1: Ensure continuum of services to address student needs including the treatment of dyslexia. Strategy's Expected Result/Impact: Recently acquired training will be utilized to identify and assist students with dyslexia allowing the students to be more successful. Staff Responsible for Monitoring: Director of Special Populations	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Bilingual Coordinator/Parent Liaison Strategy's Expected Result/Impact: The Bilingual Coordinator will work with teachers to ensure effective practices are used to help our ELs. She will also work to engage our Spanish-speaking parents in the school system. Staff Responsible for Monitoring: Assistant Superintendent Principals Director of Special Populations Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure effective and efficient special education services in compliance with federal, State, and local regulations. Strategy's Expected Result/Impact: The district will meet the needs of special education students Staff Responsible for Monitoring: Asst Sup of Academics Director of Special Education Title I: 2.4	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details	Reviews			
Strategy 4: Use Edugence to monitor MTSS and student program supports Strategy's Expected Result/Impact: This use of this system will lead to more consistent support for at-risk students Staff Responsible for Monitoring: Principals Bilingual Coordinator Facilitators	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Employ Director of Student Services Strategy's Expected Result/Impact: Director will ensure appropriate continuity of services for all students. Staff Responsible for Monitoring: Assistant Superintendent of HR & Operations Results Driven Accountability Funding Sources: Dir of Student Services (salary, TRS, benefits) - ESSER III - \$110,000	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Goal 4: Improve Student Programs & Services






Performance Objective 3: Parental and community involvement will be prioritized.









Evaluation Data Sources: PTO Data

Parent survey

Social media feedback

Strategy 1 Details	Reviews			
Strategy 1: Provide district-wide outreach program for EL parents to help build connections and capacity Strategy's Expected Result/Impact: EOY parental survey will show that ELL parents feel more welcome, informed, and valued; and possess new knowledge and resources allowing them to better support their child's education. Staff Responsible for Monitoring: Bilingual Coordinator Principals Project implementation team Title I: 2.4, 2.6, 4.2	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Provide meeting invitations in Spanish and provide interpreters at meetings Strategy's Expected Result/Impact: Our Spanish speaking parents will be better informed, will feel more welcome and valued, and will be better able to support their child's education. Staff Responsible for Monitoring: Principals Title I: 4.2	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: District will use website, social media, and Remind messages to keep parents informed. Strategy's Expected Result/Impact: Parents will be better informed, feel a stronger connection to the school and better able to support their child's education. Staff Responsible for Monitoring: All District Admin	Formative			Summative
	Dec	Mar	July	July
				





Strategy 4 Details	Reviews			
Strategy 4: District will provide opportunities for parents to access campuses Strategy's Expected Result/Impact: Parents will be better informed, feel a stronger connection to the school and better able to support their child's education. Staff Responsible for Monitoring: All district admin KISD police Title I: 4.2	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Support parent night activities on all campuses Strategy's Expected Result/Impact: Parents will be better informed, feel a stronger connection to the school and better able to support their child's education. Staff Responsible for Monitoring: Principals Title I: 4.2	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
Strategy 6: Provide community Wi-Fi Hotspots throughout the district as well as individual hotspots for students who need them Strategy's Expected Result/Impact: These hotspots will allow internet access after school hours for students and parents who do not have access at home. Staff Responsible for Monitoring: Asst. Sup. for Academics Directory of Technology Title I: 2.4, 2.5, 2.6 Funding Sources: Hotspots - ESSER III - \$17,000	Formative			Summative
	Dec	Mar	July	July
				

Strategy 7 Details	Reviews			
Strategy 7: Provide ESL College Nights at KHS for Spanish-speaking parents of HS students. Strategy's Expected Result/Impact: These college nights will provide important college information to Spanish-speaking parents. We hope this will lead to more ESL students attending college. Staff Responsible for Monitoring: HS Principal HS Counselor Bilingual Facilitator Title I: 4.2	Formative			Summative
	Dec	Mar	July	July
				
Strategy 8 Details	Reviews			
Strategy 8: The district will jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school. Strategy's Expected Result/Impact: Parents will be more engaged in the educational process leading to higher levels of student achievement and efficacy Staff Responsible for Monitoring: Dir of State and Federal Programs Title I: 4.1	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs & Services

Performance Objective 4: The district will maintain compliance with state and federal laws and regulations.

Evaluation Data Sources: Policy
R10 Compliance Check

Strategy 1 Details	Reviews			
Strategy 1: Provide periodic legal/policy updates for administrators Strategy's Expected Result/Impact: Campus administrators will remain current on policy and legal issues and will be better equipped to inform their staff. Staff Responsible for Monitoring: Central admin Directors	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor federal and special programs to ensure compliance. Strategy's Expected Result/Impact: The district will be in compliance with regulations pertaining to federal and special programs Staff Responsible for Monitoring: Asst Sup of Academics Director of State and Federal Programs Director of Special Education	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure compliance with all financial rules and regulations Strategy's Expected Result/Impact: District will be compliant with all financial rules and regs as confirmed by a clean audit and high FIRST rating Staff Responsible for Monitoring: CFO	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Conduct rotating program evaluations Strategy's Expected Result/Impact: Rotating program evaluations will help the district ensure that all programs are in compliance and meeting the needs of our students. Staff Responsible for Monitoring: Superintendent Central Admin Directors	Formative			Summative
	Dec	Mar	July	July
				



No Progress



Accomplished



Continue/Modify



Discontinue




Goal 5: Provide a safe and orderly learning environment











Performance Objective 1: Provide programs and structures that promote safety and security

Evaluation Data Sources: PEIMS

Student discipline reports

student, teacher, parent feedback







Strategy 1 Details	Reviews			
Strategy 1: Employ and oversee ISD police department with one officer at every campus. The duties of the police officers include protecting: 1. The safety and welfare of any person in the jurisdiction of the peace officer, and 2. The property of the school district Strategy's Expected Result/Impact: An effective police force will help ensure that the campuses are safe and able to provide an orderly learning experience. Staff Responsible for Monitoring: Asst Superintendent Police Chief	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: District Emergency Operations Procedures Team will conduct audits and update EOP as needed. Strategy's Expected Result/Impact: The district will proactively deter terroristic activities and also be prepared to deal with campus emergencies as they arise. Staff Responsible for Monitoring: Asst Superintendent EOPT	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize anonymous reporting system to combat threats to student and teacher safety Strategy's Expected Result/Impact: This program will help ensure that KISD provides a safe learning environment. Staff Responsible for Monitoring: Asst. Sup. Principals Chief of Police	Formative			Summative
	Dec	Mar	July	July
				

Strategy 4 Details	Reviews			
Strategy 4: Utilize threat assessment team and protocols in order to identify potential safety threats Strategy's Expected Result/Impact: The team will be able to identify potential threats to student safety and intervene appropriately in order to keep students safe. Staff Responsible for Monitoring: Assistant Superintendent Chief of Police Director of Student Services	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
Strategy 5: Develop, publish, and implement COVID health protocols in line with state and local guidelines Strategy's Expected Result/Impact: The district will protect the safety of students and staff Staff Responsible for Monitoring: Assistant Superintendent of Schools All Staff	Formative			Summative
	Dec	Mar	July	July
				
Strategy 6 Details	Reviews			
Strategy 6: Convene School Health Advisory Committee to give input on health-related issues. Strategy's Expected Result/Impact: The SHAC will assist the administration and school board in making sound decisions in regard to student and staff health. Staff Responsible for Monitoring: Assistant Superintendent of HR and Operations Director of Student Services Nursing Coordinator	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
Strategy 7: In accordance with SB9, the district, with input from the School Health Advisory Council, developed and implemented a plan for instruction regarding child abuse, family violence, dating violence, and sex trafficking. Strategy's Expected Result/Impact: Students will be safer as they are better informed about these dangers. Staff Responsible for Monitoring: Director of Student Services	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Provide a safe and orderly learning environment

Performance Objective 2: Provide programs and structures that promote an orderly learning environment





Evaluation Data Sources: student data reports
student, teacher, parent feedback
walk-through data






Strategy 1 Details	Reviews			
Strategy 1: Utilize a discipline management plan that is effective and equitable Strategy's Expected Result/Impact: Fair, balanced, consistent and firm discipline practices will contribute to a safe and orderly learning environment. Staff Responsible for Monitoring: Assistant Superintendent Principals Assistant Principals	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: District will support proactive discipline strategies and look for alternatives to ISS Strategy's Expected Result/Impact: Proactive discipline will limit more serious discipline issues. Alternatives to ISS will allow students more time in the classroom for instruction. Staff Responsible for Monitoring: Asst Superintendent Principals Asst Principals	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Provide a safe and orderly learning environment

Performance Objective 3: Provide programs and structures that promote social and emotional well-being

Evaluation Data Sources: discipline reports
counselor, teacher, student, parent feedback

Strategy 1 Details	Reviews			
Strategy 1: Campus administration and staff will use anti-bullying training and protocol Strategy's Expected Result/Impact: Students will have a safe and positive learning experience. Staff Responsible for Monitoring: Asst Superintendent Principals Teachers	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize social-emotional curriculum on the elementary campuses Strategy's Expected Result/Impact: Students will develop appropriate social skills and emotional stability. Staff Responsible for Monitoring: Director of Student Services Principals	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
Strategy 3: Use BASE program to teach digital citizenship, suicide prevention, and cyberbullying prevention Strategy's Expected Result/Impact: The program will promote student mental health and wellbeing Staff Responsible for Monitoring: Director of Student Services Counselors Principals Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
Strategy 4: Contract with local mental health provider to assist troubled children and staff members in distress. Strategy's Expected Result/Impact: Children served will experience improved social and emotional well-being Staff Responsible for Monitoring: Director of Student Services Funding Sources: Mental Health contracted services - ESSER III - \$30,000	Formative			Summative
	Dec	Mar	July	July
				

Strategy 5 Details	Reviews			
Strategy 5: Utilize the Character Strong program for elementary and JH. Strategy's Expected Result/Impact: Students will develop strong, resilient character that will benefit them throughout life. Staff Responsible for Monitoring: Director of Student Services Principals Counselors	Formative			Summative
	Dec	Mar	July	July
	 50%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$3,190,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Kaufman ISD uses State Compensatory Education funds to support our alternative education high school with staff and supplies, as well as, staff at our non-alternative education campuses who work with at-risk students.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andi Blake	Teacher	Title I	1
Angela Riffin	Teacher	Title I	1
Brooke Keith	Math Instructional Facilitator	Title I	1
Jamie Archer	Teacher	Title I	1
Jennifer McLean	Instructional Facilitator - Reading	Title I	1
Julie Gentzel	Teacher	Title I	1
Lee Ann Conway	Teacher	Title I	1
Lisa Tate	Teacher	Title I	1
Lizbeth Cordero	Instructional Facilitator - Reading	Title I	1
Natalie Morales	Teacher	Title I	1
Sarah Sanders	Instructional Facilitator - Math	Title I	1
Stephanie Browning	Teacher	Title I	1

District Funding Summary

Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Intervention teachers		\$535,103.00
1	1	11	Supplemental instructional resources and activities		\$0.00
1	2	1	Math Instructional Facilitators		\$152,085.00
1	2	2	Reading Instructional Facilitators		\$147,273.00
Sub-Total					\$834,461.00
Title II Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
4	1	5	Instructional Technology Facilitator		\$78,000.00
Sub-Total					\$78,000.00
Title III Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Paraprofessionals		\$82,000.00
Sub-Total					\$82,000.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Retention Bonuses		\$520,000.00
Sub-Total					\$520,000.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Lexia and IXL		\$75,000.00
1	1	3	Progress Learning Math		\$20,000.00
1	1	9	Summer School payroll and supplies		\$300,000.00
1	1	10	After-school STAAR tutorials		\$40,000.00
1	2	3	CD Salary, TRS, benefits		\$110,000.00
1	2	4	MAP Testing		\$55,000.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	8	RA Stipends		\$60,000.00
4	1	1	Chromebooks		\$900,000.00
4	1	4	Chromebooks		\$100,000.00
4	2	5	Dir of Student Services (salary, TRS, benefits)		\$110,000.00
4	3	6	Hotspots		\$17,000.00
5	3	4	Mental Health contracted services		\$30,000.00
Sub-Total					\$1,817,000.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Gary Campbell High School Staff & Supplies		\$962,745.00
2	2	4	Additional Staff for At-Risk students on non-AEA campuses		\$2,050,647.00
Sub-Total					\$3,013,392.00

Addendums

KISD DISTRICT IMPROVEMENT PLAN 22-23

APPENDIX A: STATE AND FEDERAL MANDATES

Anti-Bullying

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support KISD anti-Bullying policies, guidelines and procedures designed to reduce bullying (Board Policy FFI, FFF & FFH)	Campus Budgets	Campus Principals, and Campus Counselors	Discipline Reports
2. School staff members will be trained in the KISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals, and Campus Counselors Region X Online Training	Discipline Reports
3. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of HR	Discipline Reports, and Agendas

Child Abuse & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campus staff members will be trained to recognize and Report Child Abuse.	Region 10	Asst. Sup. of Academics, and Campus Counselors Region X Online Training	Training Certificates, Agendas, Survey Reports
2. All school staff members will follow the KISD Child Abuse reporting Protocol.	Region 10	Asst. Sup. Academics, and Campus Counselors, Region X Online Training	Counselor Documentation

Coordinated Health - SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
1. The SHAC Council will meet a minimum of 4 times per year.	Student Services Budget	Co-Chairs	Minutes, Agendas, Sign-in
2. The council will provide the KISD Board an annual report of their activities for the year.	Student Services Budget	Co-Chairs	Board Agenda – Presentation by SHAC Chairs
3. The majority of the council membership will be parents.	Student Services Budget	Co-Chairs	Membership List

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All staff members will complete the Region X online training "Suicide Prevention: Don't Keep It a Secret"	Region 10	Principals/ Directors	Eduphoria Workshop Records

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Secondary Schools will provide ongoing staff training on relationship abuse awareness, detection, and prevention.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report
2. High Schools will implement programs to eliminate teen dating violence and promote healthy relationships.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report
3. Selected secondary courses will embed a unit of study designed to increase awareness of teen dating violence and the warning signs of abusive relationships.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report
4. Elementary Counselors will conduct guidance lessons on conflict resolution to promote healthy relationships.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. Campuses will provide college and post high school information to all students including financial aid information.	High School Budgets	High School Counselors	Graduation Plans, and Post-Secondary Acceptance Data
2. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School Budgets	Counselors	Career Pathway Graduation Plans
3. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	High School Principal	Participant Data, and Participant Surveys
4. College & Career Day will be scheduled to offer opportunities for students and parents to visit with college recruiters & businesses.	High School Budgets	High School Counselors	Participant Data, and Participant Surveys
5. Dual and Concurrent credit will be available to all eligible students.	High School Budgets	Counselors	Number of Students Enrolled & Passing in Dual Credit Courses

6. Align college readiness assessments and design intervention framework to ensure college readiness for all.	Advanced Academic Budget, and Campus Budgets	Asst. Sup. of Academics, Campus Administrators, and Educators.	Student Surveys, and Graduation Tracker Data
7. Department of Assistive Rehabilitation Services Meeting with Students and Parents	DARS	Special Populations Dir	Sign-in College enrollment

KISD DISTRICT IMPROVEMENT PLAN

APPENDIX B: STATE COMPENSATORY EDUCATION FUNDING

Under [Chapter §29.081 of the Texas Education Code](#) (TEC), compensatory education is defined as programs or services designed to supplement the regular education program for students identified as being at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. In Kaufman ISD, state compensatory education funds are allocated in the following manner:

Helen Edwards	16 FTE	\$453,380
Monday Elementary	3 FTE	\$76,838
Phillips Elementary	5 FTE	\$223,072
Lucille Nash Elementary	2 FTE	\$99,839
OP Norman JH	6 FTE	\$362,714
Kaufman HS	12 FTE	\$652,153
Gary Campbell HS	14 FTE	\$801,290
KISD Total	58 FTE	\$2,669,286

KISD DISTRICT IMPROVEMENT PLAN ACRONYM INDEX

AP	Advanced Placement
Comp	Ed Compensatory Education
CTE	Career and Technical Education
EOC	End of Course
ELL	English Language Learner
ESL	English as a Second Language
GT	Gifted and Talented
HR	Human Resources
IDEA	Individuals with Disabilities Education Act
ISS	In School Suspension
PBMAS	Performance Based Monitoring Assessment System
PBS	Positive Behavior Supports
PEIMS	Public Education Information Management System
RtI	Response to Intervention
SCE	State Comprehensive Education
SHAC	School Health Advisory Council
SPED	Special Education
STAAR	State of Texas Assessments of Academic Readiness

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1:	The student in the public education system will demonstrate exemplary performance in the reading and writing of the	English
language.		
GOAL #2:	The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.	
GOAL #3:	The students in the public education system will demonstrate exemplary performance in the understanding of science.	
GOAL #4:	The students in the public education system will demonstrate exemplary performance in the understanding of social studies.	

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Texas Education Agency
2022 Accountability Ratings Overall Summary
KAUFMAN ISD (129903) - KAUFMAN COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		91	A
Student Achievement		89	B
STAAR Performance	50	82	
College, Career and Military Readiness	90	98	
Graduation Rate	99.7	95	
School Progress		94	A
Academic Growth	75	89	B
Relative Performance (Eco Dis: 76.8%)	70	94	A
Closing the Gaps	70	83	B

* This district did not receive an A rating in the Student Achievement domain because the district includes at least one campus that received a scaled score less than 70 in the Student Achievement domain.

Distinction Designations

✓ **Postsecondary Readiness**

Texas Education Agency
2022 Accountability Ratings Overall Summary
KAUFMAN H S (129903001) - KAUFMAN ISD - KAUFMAN COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		90	A
Student Achievement		91	A
STAAR Performance	53	80	
College, Career and Military Readiness	95	99	
Graduation Rate	99.7	95	
School Progress		93	A
Academic Growth	70	80	B
Relative Performance (Eco Dis: 71.2%)	74	93	A
Closing the Gaps	76	83	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

- X ELA/Reading**
- X Mathematics**
- X Science**
- ✓ Social Studies**
- X Comparative Academic Growth**
- ✓ Postsecondary Readiness**
- ✓ Comparative Closing the Gaps**

Texas Education Agency
2022 Accountability Ratings Overall Summary
GARY W CAMPBELL H S (129903003) - KAUFMAN ISD - KAUFMAN COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		97	A
Student Achievement		88	B
STAAR Performance	28	78	
College, Career and Military Readiness	43	93	
Graduation Rate	100	100	
School Progress			Not Rated
Academic Growth			Not Rated
Relative Performance (Eco Dis: 87.0%)			Not Rated
Closing the Gaps			Not Rated

* This is an Alternative Education campus. This campus was evaluated by alternative education accountability provisions.

	Percent	Bonus Points Earned
AEA Bonus Points		
RHSP/DAP/FHSP-E/FHSP-DLA Graduates	97%	5
EOC Retest Assessments at Approaches Grade Level or Above	57%	4

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

Not Eligible **ELA/Reading**
 Not Eligible **Mathematics**
 Not Eligible **Science**
 Not Eligible **Social Studies**
 Not Eligible **Comparative Academic Growth**
 Not Eligible **Postsecondary Readiness**
 Not Eligible **Comparative Closing the Gaps**

Texas Education Agency
2022 Accountability Ratings Overall Summary
NORMAN J H (129903041) - KAUFMAN ISD - KAUFMAN COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		79	C
STAAR Performance	48	79	
College, Career and Military Readiness			
Graduation Rate			
School Progress		89	B
Academic Growth	74	83	B
Relative Performance (Eco Dis: 79.0%)	48	89	B
Closing the Gaps	56	77	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

- X** ELA/Reading
- X** Mathematics
- X** Science
- ✓** Social Studies
- ✓** Comparative Academic Growth
- ✓** Postsecondary Readiness
- X** Comparative Closing the Gaps

Texas Education Agency
2022 Accountability Ratings Overall Summary
J W MONDAY EL (129903110) - KAUFMAN ISD - KAUFMAN COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		82	B
STAAR Performance	54	82	
College, Career and Military Readiness			
Graduation Rate			
School Progress		89	B
Academic Growth	81	89	B
Relative Performance (Eco Dis: 81.0%)	54	89	B
Closing the Gaps	86	81	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✓ ELA/Reading

✓ Mathematics

✓ Science

Not Eligible **Social Studies**

✗ Comparative Academic Growth

✓ Postsecondary Readiness

✓ Comparative Closing the Gaps

Texas Education Agency
2022 Accountability Ratings Overall Summary
J R PHILLIPS EL (129903112) - KAUFMAN ISD - KAUFMAN COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		72	C
Student Achievement		64	Not Rated: Senate Bill 1365
STAAR Performance	37	64	
College, Career and Military Readiness			
Graduation Rate			
School Progress		74	C
Academic Growth	71	74	C
Relative Performance (Eco Dis: 80.9%)	37	69	Not Rated: Senate Bill 1365
Closing the Gaps	41	67	Not Rated: Senate Bill 1365

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

X ELA/Reading

X Mathematics

X Science

Not Eligible **Social Studies**

X Comparative Academic Growth

X Postsecondary Readiness

X Comparative Closing the Gaps

Texas Education Agency
2022 Accountability Ratings Overall Summary
LUCILLE NASH EL (129903114) - KAUFMAN ISD - KAUFMAN COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		83	B
STAAR Performance	55	83	
College, Career and Military Readiness			
Graduation Rate			
School Progress		88	B
Academic Growth	80	88	B
Relative Performance (Eco Dis: 69.6%)	55	87	B
Closing the Gaps	83	79	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✓ ELA/Reading

✗ Mathematics

✗ Science

Not Eligible Social Studies

✗ Comparative Academic Growth

✓ Postsecondary Readiness

✗ Comparative Closing the Gaps

2021-22 Texas Academic Performance Report (TAPR)

District Name: KAUFMAN ISD

District Number: 129903

2022 Accountability Rating: A

Distinction Designations:

Postsecondary Readiness

2022 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	76%	82%	100%	78%	84%	-	*	-	90%	55%	100%	83%	76%	79%	78%
	2021	67%	68%	66%	50%	60%	78%	*	*	-	43%	49%	-	65%	71%	61%	63%
At Meets Grade Level or Above	2022	51%	52%	55%	43%	51%	59%	-	*	-	70%	27%	67%	55%	54%	50%	45%
	2021	39%	40%	37%	29%	29%	48%	*	*	-	29%	23%	-	38%	32%	31%	36%
At Masters Grade Level	2022	30%	32%	31%	14%	26%	38%	-	*	-	30%	11%	33%	31%	30%	23%	22%
	2021	19%	21%	17%	14%	13%	23%	*	*	-	14%	9%	-	18%	12%	12%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	72%	57%	70%	73%	-	*	-	80%	32%	73%	72%	70%	68%	71%
	2021	62%	64%	58%	43%	54%	67%	*	*	-	43%	44%	-	59%	51%	55%	58%
At Meets Grade Level or Above	2022	43%	45%	40%	14%	37%	46%	-	*	-	40%	18%	53%	41%	32%	32%	29%
	2021	31%	33%	24%	14%	19%	33%	*	*	-	14%	21%	-	27%	10%	18%	20%
At Masters Grade Level	2022	21%	23%	19%	0%	16%	25%	-	*	-	10%	11%	13%	21%	10%	13%	15%
	2021	14%	17%	12%	14%	8%	17%	*	*	-	0%	7%	-	12%	7%	8%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	77%	63%	73%	84%	*	*	-	63%	55%	60%	77%	76%	75%	67%
	2021	63%	64%	67%	73%	64%	71%	-	-	-	57%	45%	67%	68%	65%	62%	58%
At Meets Grade Level or Above	2022	54%	55%	50%	38%	49%	55%	*	*	-	25%	20%	40%	52%	44%	48%	48%
	2021	36%	39%	38%	36%	36%	42%	-	-	-	29%	36%	33%	41%	31%	33%	29%
At Masters Grade Level	2022	28%	30%	25%	13%	21%	34%	*	*	-	0%	10%	40%	25%	24%	21%	21%
	2021	17%	19%	18%	18%	13%	25%	-	-	-	14%	17%	0%	18%	18%	14%	5%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	71%	74%	75%	67%	85%	*	*	-	50%	45%	90%	76%	70%	73%	69%
	2021	59%	62%	71%	55%	68%	78%	-	-	-	57%	50%	83%	72%	69%	67%	64%
At Meets Grade Level or Above	2022	43%	45%	45%	25%	38%	59%	*	*	-	13%	24%	50%	47%	39%	40%	39%
	2021	36%	39%	49%	36%	47%	55%	-	-	-	29%	36%	50%	53%	38%	42%	45%
At Masters Grade Level	2022	23%	25%	24%	13%	17%	36%	*	*	-	13%	12%	30%	26%	20%	21%	19%
	2021	21%	24%	30%	18%	30%	34%	-	-	-	14%	26%	33%	36%	16%	24%	27%
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	81%	81%	90%	78%	84%	*	-	-	67%	46%	100%	82%	77%	77%	68%
	2021	73%	75%	73%	58%	66%	82%	-	*	-	100%	44%	75%	74%	68%	69%	57%
At Meets Grade Level or Above	2022	58%	59%	56%	70%	50%	62%	*	-	-	50%	30%	67%	57%	53%	50%	44%
	2021	46%	49%	49%	25%	40%	65%	-	*	-	80%	26%	75%	49%	49%	44%	30%
At Masters Grade Level	2022	36%	38%	33%	30%	27%	41%	*	-	-	33%	14%	42%	34%	29%	29%	19%
	2021	30%	32%	32%	17%	26%	40%	-	*	-	40%	15%	50%	34%	26%	29%	16%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	77%	79%	70%	78%	81%	*	-	-	67%	43%	100%	81%	73%	77%	71%
	2021	70%	72%	74%	58%	67%	86%	-	*	-	80%	50%	75%	72%	78%	69%	63%
At Meets Grade Level or Above	2022	48%	50%	45%	50%	45%	44%	*	-	-	50%	19%	67%	49%	34%	39%	42%
	2021	44%	47%	44%	25%	39%	57%	-	*	-	20%	29%	63%	44%	46%	38%	38%
At Masters Grade Level	2022	25%	27%	21%	20%	19%	22%	*	-	-	17%	8%	33%	21%	19%	16%	20%
	2021	25%	28%	24%	8%	20%	35%	-	*	-	0%	15%	38%	25%	24%	22%	16%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	66%	66%	50%	59%	76%	*	-	-	67%	35%	75%	68%	61%	59%	49%
	2021	62%	63%	69%	58%	63%	79%	-	*	-	80%	47%	88%	70%	65%	65%	59%
At Meets Grade Level or Above	2022	38%	39%	35%	20%	27%	46%	*	-	-	33%	22%	58%	35%	34%	28%	23%
	2021	31%	33%	29%	17%	25%	39%	-	*	-	20%	18%	50%	28%	32%	25%	21%
At Masters Grade Level	2022	18%	18%	17%	10%	12%	24%	*	-	-	17%	14%	42%	18%	14%	12%	10%
	2021	13%	14%	10%	0%	9%	12%	-	*	-	20%	12%	25%	10%	10%	10%	7%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	72%	79%	57%	74%	88%	-	*	-	100%	43%	86%	80%	76%	75%	66%
	2021	62%	64%	52%	31%	43%	66%	-	-	-	67%	27%	71%	51%	57%	50%	36%
At Meets Grade Level or Above	2022	43%	45%	48%	36%	41%	61%	-	*	-	67%	22%	57%	49%	47%	46%	31%
	2021	32%	35%	23%	8%	17%	34%	-	-	-	11%	9%	43%	23%	22%	21%	10%
At Masters Grade Level	2022	23%	25%	27%	36%	22%	35%	-	*	-	33%	8%	29%	30%	22%	24%	13%
	2021	15%	17%	12%	0%	7%	20%	-	-	-	11%	6%	29%	12%	10%	8%	2%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	76%	85%	86%	79%	92%	-	*	-	100%	51%	100%	85%	83%	81%	76%
	2021	68%	70%	75%	62%	69%	82%	-	-	-	100%	42%	86%	74%	76%	73%	66%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	42%	49%	57%	38%	66%	-	*	-	50%	24%	29%	49%	52%	45%	36%
	2021	36%	40%	39%	23%	31%	50%	-	-	-	44%	18%	71%	36%	49%	35%	27%
At Masters Grade Level	2022	16%	18%	20%	14%	19%	23%	-	*	-	17%	14%	14%	20%	20%	19%	18%
	2021	15%	18%	19%	8%	12%	29%	-	-	-	11%	12%	43%	17%	22%	14%	8%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	80%	76%	77%	69%	84%	-	-	-	90%	33%	67%	76%	78%	74%	69%
	2021	69%	70%	71%	70%	65%	78%	*	*	-	86%	43%	100%	72%	66%	68%	58%
At Meets Grade Level or Above	2022	56%	58%	53%	62%	46%	63%	-	-	-	30%	24%	33%	51%	59%	49%	43%
	2021	45%	47%	39%	20%	30%	51%	*	*	-	86%	14%	33%	39%	40%	35%	21%
At Masters Grade Level	2022	37%	40%	34%	23%	28%	43%	-	-	-	20%	15%	33%	31%	40%	28%	19%
	2021	25%	27%	21%	0%	11%	36%	*	*	-	29%	0%	17%	21%	21%	17%	9%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	62%	61%	54%	53%	72%	-	-	-	60%	24%	67%	56%	72%	57%	49%
	2021	55%	59%	63%	50%	56%	73%	*	*	-	86%	26%	83%	65%	59%	60%	50%
At Meets Grade Level or Above	2022	31%	34%	35%	15%	30%	43%	-	-	-	30%	15%	56%	32%	41%	29%	24%
	2021	27%	32%	32%	10%	24%	41%	*	*	-	71%	6%	33%	33%	28%	29%	16%
At Masters Grade Level	2022	13%	17%	17%	8%	12%	25%	-	-	-	0%	12%	22%	16%	18%	12%	9%
	2021	12%	16%	14%	0%	8%	21%	*	*	-	57%	3%	0%	15%	11%	11%	4%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	84%	83%	89%	78%	88%	*	*	-	100%	38%	80%	84%	79%	81%	74%
	2021	73%	75%	77%	71%	75%	79%	-	-	*	*	44%	80%	77%	73%	72%	66%
At Meets Grade Level or Above	2022	58%	60%	53%	56%	44%	63%	*	*	-	86%	18%	60%	56%	47%	50%	35%
	2021	46%	48%	44%	43%	39%	51%	-	-	*	*	20%	40%	47%	35%	41%	25%
At Masters Grade Level	2022	37%	40%	30%	22%	22%	41%	*	*	-	57%	12%	40%	32%	25%	27%	18%
	2021	21%	23%	19%	29%	15%	22%	-	-	*	*	0%	20%	19%	17%	18%	8%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	73%	71%	74%	72%	*	*	-	*	38%	*	73%	75%	73%	67%
	2021	62%	62%	61%	67%	64%	56%	-	-	*	*	24%	80%	63%	54%	57%	61%
At Meets Grade Level or Above	2022	40%	41%	34%	43%	31%	37%	*	*	-	*	18%	*	34%	33%	33%	27%
	2021	36%	36%	26%	33%	28%	21%	-	-	*	*	8%	60%	26%	25%	24%	26%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	14%	15%	5%	0%	5%	2%	*	*	-	*	0%	*	3%	10%	4%	2%
	2021	11%	11%	3%	0%	3%	3%	-	-	*	*	4%	20%	2%	6%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	76%	78%	67%	71%	86%	*	*	-	100%	47%	100%	78%	76%	75%	65%
	2021	68%	70%	74%	64%	72%	79%	-	-	*	*	28%	80%	77%	67%	71%	63%
At Meets Grade Level or Above	2022	45%	48%	42%	56%	31%	53%	*	*	-	86%	15%	80%	44%	36%	38%	24%
	2021	43%	45%	46%	43%	38%	56%	-	-	*	*	12%	40%	48%	40%	42%	28%
At Masters Grade Level	2022	24%	26%	19%	11%	13%	26%	*	*	-	43%	6%	40%	22%	13%	16%	8%
	2021	24%	26%	24%	21%	18%	31%	-	-	*	*	4%	0%	25%	19%	20%	13%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	63%	75%	67%	69%	81%	*	*	-	100%	44%	100%	75%	74%	72%	58%
	2021	57%	60%	68%	50%	65%	73%	-	-	*	*	36%	100%	69%	62%	65%	53%
At Meets Grade Level or Above	2022	31%	33%	35%	22%	29%	41%	*	*	-	57%	12%	60%	37%	30%	32%	21%
	2021	28%	31%	37%	29%	35%	40%	-	-	*	*	12%	60%	38%	32%	33%	29%
At Masters Grade Level	2022	18%	20%	16%	0%	10%	24%	*	*	-	43%	3%	40%	17%	15%	12%	7%
	2021	14%	15%	15%	14%	12%	21%	-	-	*	*	4%	0%	16%	13%	13%	9%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	66%	69%	78%	66%	73%	*	-	*	50%	40%	*	71%	65%	64%	47%
	2021	67%	67%	66%	72%	63%	69%	*	*	-	67%	32%	*	63%	78%	63%	43%
At Meets Grade Level or Above	2022	47%	49%	51%	61%	45%	56%	*	-	*	50%	21%	*	52%	46%	45%	25%
	2021	50%	51%	46%	44%	42%	51%	*	*	-	50%	23%	*	44%	53%	42%	24%
At Masters Grade Level	2022	11%	12%	7%	11%	4%	10%	*	-	*	17%	2%	*	7%	6%	6%	3%
	2021	12%	14%	11%	6%	7%	15%	*	*	-	17%	18%	*	10%	13%	7%	2%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	72%	76%	81%	70%	83%	*	*	-	*	44%	*	76%	74%	71%	46%
	2021	71%	71%	68%	69%	61%	78%	*	-	*	88%	41%	*	71%	58%	62%	43%
At Meets Grade Level or Above	2022	55%	56%	53%	48%	46%	64%	*	*	-	*	20%	*	52%	56%	46%	26%
	2021	57%	58%	54%	69%	46%	63%	*	-	*	75%	27%	*	56%	47%	48%	27%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	9%	10%	5%	5%	4%	6%	*	*	-	*	12%	*	6%	2%	4%	0%
	2021	11%	13%	9%	0%	6%	14%	*	-	*	13%	9%	*	9%	8%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	76%	83%	81%	80%	87%	*	*	*	100%	56%	100%	85%	79%	81%	75%
	2021	73%	74%	87%	89%	87%	88%	*	-	-	*	64%	*	87%	90%	87%	79%
At Meets Grade Level or Above	2022	43%	46%	54%	56%	52%	53%	*	*	*	83%	19%	80%	56%	46%	49%	40%
	2021	41%	44%	53%	33%	50%	59%	*	-	-	*	27%	*	52%	57%	53%	39%
At Masters Grade Level	2022	27%	30%	33%	25%	31%	35%	*	*	*	67%	17%	60%	35%	27%	27%	20%
	2021	23%	27%	27%	22%	22%	32%	*	-	-	*	23%	*	26%	32%	26%	16%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	84%	89%	88%	86%	93%	*	-	*	*	72%	*	90%	88%	88%	76%
	2021	82%	82%	82%	94%	79%	85%	*	*	-	*	63%	*	80%	90%	80%	61%
At Meets Grade Level or Above	2022	55%	56%	58%	56%	52%	66%	*	-	*	*	33%	*	58%	58%	51%	31%
	2021	55%	56%	53%	63%	46%	60%	*	*	-	*	37%	*	48%	67%	48%	25%
At Masters Grade Level	2022	21%	24%	21%	19%	18%	25%	*	-	*	*	14%	*	22%	18%	18%	8%
	2021	22%	24%	20%	6%	17%	24%	*	*	-	*	17%	*	20%	21%	16%	4%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	89%	94%	96%	93%	93%	*	-	*	100%	74%	*	94%	94%	91%	90%
	2021	88%	88%	88%	92%	84%	94%	*	-	-	*	75%	*	90%	80%	86%	71%
At Meets Grade Level or Above	2022	68%	68%	71%	87%	64%	79%	*	-	*	75%	48%	*	70%	76%	65%	42%
	2021	69%	69%	65%	50%	61%	73%	*	-	-	*	43%	*	68%	53%	59%	43%
At Masters Grade Level	2022	42%	43%	48%	48%	41%	56%	*	-	*	75%	26%	*	46%	56%	40%	24%
	2021	43%	44%	40%	33%	34%	49%	*	-	-	*	36%	*	43%	31%	31%	12%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	94%	95%	*	95%	97%	*	-	-	*	-	-	94%	*	96%	*
	2021	95%	96%	89%	-	80%	95%	*	*	-	-	-	-	91%	*	73%	*
At Meets Grade Level or Above	2022	64%	70%	53%	*	52%	63%	*	-	-	*	-	-	57%	*	52%	*
	2021	69%	73%	62%	-	53%	63%	*	*	-	-	-	-	63%	*	53%	*

Texas Education Agency
2021-22 STAAR Performance (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	13%	19%	3%	*	0%	6%	*	-	-	*	-	-	4%	*	0%	*
	2021	14%	20%	14%	-	13%	11%	*	*	-	-	-	-	11%	*	13%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	75%	78%	76%	74%	83%	83%	100%	*	81%	46%	84%	78%	76%	75%	66%
	2021	67%	69%	70%	65%	66%	77%	61%	94%	100%	75%	42%	75%	71%	68%	67%	57%
At Meets Grade Level or Above	2022	48%	50%	49%	48%	43%	56%	61%	89%	*	52%	22%	56%	50%	46%	44%	33%
	2021	41%	44%	41%	33%	35%	49%	50%	71%	20%	44%	22%	43%	42%	39%	36%	26%
At Masters Grade Level	2022	23%	25%	22%	18%	18%	28%	26%	58%	*	27%	11%	31%	23%	21%	18%	13%
	2021	18%	21%	18%	11%	14%	24%	22%	29%	0%	17%	11%	19%	18%	16%	14%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	75%	77%	77%	73%	83%	89%	100%	*	81%	45%	83%	78%	75%	74%	63%
	2021	68%	69%	67%	62%	62%	75%	43%	100%	*	71%	41%	72%	68%	67%	63%	52%
At Meets Grade Level or Above	2022	53%	54%	52%	51%	46%	60%	67%	86%	*	54%	23%	54%	53%	51%	48%	36%
	2021	45%	46%	42%	35%	35%	51%	43%	80%	*	50%	23%	46%	43%	39%	37%	24%
At Masters Grade Level	2022	25%	27%	23%	18%	18%	29%	11%	57%	*	26%	10%	34%	23%	22%	19%	14%
	2021	18%	20%	17%	10%	12%	24%	29%	60%	*	17%	9%	21%	17%	16%	13%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	74%	76%	73%	72%	81%	71%	100%	*	75%	42%	85%	76%	75%	73%	68%
	2021	66%	68%	71%	62%	67%	77%	83%	100%	*	75%	43%	77%	71%	69%	67%	62%
At Meets Grade Level or Above	2022	42%	45%	44%	38%	39%	50%	57%	83%	*	41%	20%	56%	45%	40%	39%	33%
	2021	37%	41%	39%	26%	34%	47%	50%	83%	*	40%	21%	51%	39%	38%	35%	30%
At Masters Grade Level	2022	20%	23%	20%	13%	17%	25%	29%	50%	*	18%	11%	25%	21%	18%	16%	14%
	2021	18%	20%	19%	11%	15%	25%	17%	33%	*	20%	13%	26%	19%	18%	15%	11%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	76%	79%	71%	74%	86%	*	*	*	81%	51%	81%	80%	76%	76%	64%
	2021	71%	72%	76%	74%	71%	81%	*	*	*	92%	47%	71%	76%	75%	73%	61%
At Meets Grade Level or Above	2022	47%	49%	46%	46%	38%	56%	*	*	*	63%	23%	67%	47%	43%	40%	26%
	2021	44%	45%	43%	43%	36%	53%	*	*	*	42%	22%	35%	42%	47%	39%	24%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	21%	23%	19%	14%	15%	25%	*	*	*	31%	11%	43%	21%	15%	15%	9%
	2021	20%	22%	18%	10%	15%	23%	*	*	*	33%	11%	12%	19%	16%	16%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	76%	85%	88%	81%	88%	*	*	*	100%	56%	100%	85%	84%	81%	72%
	2021	73%	74%	78%	69%	74%	84%	*	-	*	86%	57%	89%	80%	70%	75%	60%
At Meets Grade Level or Above	2022	50%	51%	55%	69%	47%	61%	*	*	*	67%	26%	50%	55%	52%	49%	30%
	2021	49%	50%	51%	38%	48%	57%	*	-	*	43%	28%	44%	54%	42%	45%	34%
At Masters Grade Level	2022	30%	32%	33%	34%	26%	41%	*	*	*	60%	12%	33%	33%	35%	26%	15%
	2021	29%	30%	28%	23%	23%	36%	*	-	*	14%	21%	11%	30%	21%	21%	10%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	38%	36%	14%	34%	41%	-	*	-	30%	16%	47%	37%	30%	29%	26%
	2021	24%	26%	19%	14%	13%	29%	*	*	-	14%	14%	-	21%	10%	14%	15%
Reading and Mathematics Including EOC	2022	36%	38%	36%	14%	34%	41%	-	*	-	30%	16%	47%	37%	30%	29%	26%
	2021	24%	26%	19%	14%	13%	29%	*	*	-	14%	14%	-	21%	10%	14%	15%
Reading Including EOC	2022	51%	52%	55%	43%	51%	59%	-	*	-	70%	27%	67%	55%	54%	50%	45%
	2021	38%	40%	35%	29%	26%	48%	*	*	-	29%	23%	-	36%	29%	29%	29%
Math Including EOC	2022	43%	45%	40%	14%	37%	46%	-	*	-	40%	18%	53%	41%	32%	32%	29%
	2021	31%	33%	24%	14%	18%	33%	*	*	-	14%	21%	-	26%	10%	18%	19%
4th Graders																	
Reading and Mathematics	2022	36%	38%	37%	25%	31%	47%	*	*	-	13%	16%	40%	38%	33%	33%	34%
	2021	26%	29%	31%	18%	27%	38%	-	-	-	29%	33%	33%	35%	22%	24%	23%
Reading and Mathematics Including EOC	2022	36%	38%	37%	25%	31%	47%	*	*	-	13%	16%	40%	38%	33%	33%	34%
	2021	26%	29%	31%	18%	27%	38%	-	-	-	29%	33%	33%	35%	22%	24%	23%
Reading Including EOC	2022	54%	55%	50%	38%	49%	55%	*	*	-	25%	20%	40%	52%	44%	48%	48%
	2021	36%	39%	38%	36%	35%	42%	-	-	-	29%	36%	33%	40%	31%	32%	27%
Math Including EOC	2022	43%	45%	45%	25%	38%	59%	*	*	-	13%	24%	50%	47%	39%	40%	39%
	2021	36%	39%	49%	36%	47%	55%	-	-	-	29%	36%	50%	53%	38%	42%	45%
5th Graders																	
Reading and Mathematics	2022	41%	43%	39%	50%	36%	41%	*	-	-	50%	21%	50%	41%	34%	32%	31%
	2021	34%	37%	35%	17%	27%	51%	-	*	-	20%	21%	63%	35%	36%	30%	25%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	43%	39%	50%	36%	41%	*	-	-	50%	21%	50%	41%	34%	32%	31%
	2021	34%	37%	35%	17%	27%	51%	-	*	-	20%	21%	63%	35%	36%	30%	25%
Reading Including EOC	2022	58%	59%	56%	70%	51%	62%	*	-	-	50%	32%	67%	57%	54%	50%	45%
	2021	46%	49%	49%	25%	40%	65%	-	*	-	80%	26%	75%	49%	49%	44%	30%
Math Including EOC	2022	48%	50%	45%	50%	46%	44%	*	-	-	50%	21%	67%	49%	35%	39%	43%
	2021	44%	47%	44%	25%	39%	57%	-	*	-	20%	29%	63%	44%	46%	38%	38%
6th Graders																	
Reading and Mathematics	2022	31%	34%	35%	36%	26%	50%	-	*	-	33%	17%	29%	35%	34%	32%	20%
	2021	24%	28%	20%	8%	15%	29%	-	-	-	11%	9%	43%	19%	22%	17%	9%
Reading and Mathematics Including EOC	2022	31%	34%	35%	36%	26%	50%	-	*	-	33%	17%	29%	35%	34%	32%	20%
	2021	24%	28%	20%	8%	15%	29%	-	-	-	11%	9%	43%	19%	22%	17%	9%
Reading Including EOC	2022	43%	45%	48%	36%	41%	61%	-	*	-	67%	19%	57%	49%	46%	46%	30%
	2021	32%	35%	23%	8%	17%	34%	-	-	-	11%	9%	43%	23%	22%	21%	10%
Math Including EOC	2022	40%	44%	49%	57%	38%	66%	-	*	-	50%	22%	29%	49%	51%	45%	35%
	2021	36%	41%	39%	23%	31%	50%	-	-	-	44%	18%	71%	36%	49%	35%	27%
7th Graders																	
Reading and Mathematics	2022	32%	35%	31%	15%	26%	40%	-	-	-	30%	15%	33%	29%	37%	26%	22%
	2021	26%	29%	25%	0%	15%	37%	*	*	-	71%	3%	17%	25%	23%	20%	6%
Reading and Mathematics Including EOC	2022	33%	37%	31%	15%	26%	40%	-	-	-	30%	15%	33%	29%	37%	26%	22%
	2021	27%	31%	25%	0%	15%	37%	*	*	-	71%	3%	17%	25%	23%	20%	6%
Reading Including EOC	2022	56%	58%	53%	62%	46%	63%	-	-	-	30%	24%	33%	51%	59%	49%	43%
	2021	45%	47%	39%	20%	30%	51%	*	*	-	86%	14%	33%	39%	40%	35%	21%
Math Including EOC	2022	37%	40%	35%	15%	30%	43%	-	-	-	30%	15%	56%	32%	41%	29%	24%
	2021	32%	36%	32%	10%	24%	41%	*	*	-	71%	6%	33%	33%	28%	29%	16%
8th Graders																	
Reading and Mathematics	2022	27%	27%	27%	14%	24%	31%	*	*	-	*	12%	*	26%	28%	25%	22%
	2021	21%	21%	14%	25%	15%	12%	-	-	*	*	8%	20%	15%	12%	14%	11%
Reading and Mathematics Including EOC	2022	41%	44%	40%	33%	32%	50%	*	*	-	71%	12%	60%	42%	35%	35%	27%
	2021	33%	36%	29%	36%	23%	34%	-	-	*	*	8%	20%	30%	23%	27%	17%
Reading Including EOC	2022	58%	60%	53%	56%	44%	63%	*	*	-	86%	18%	60%	56%	47%	50%	35%
	2021	47%	49%	44%	43%	39%	51%	-	-	*	*	20%	40%	47%	35%	41%	25%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	48%	51%	47%	56%	39%	54%	*	*	-	86%	18%	80%	49%	40%	42%	34%
	2021	43%	45%	40%	43%	38%	42%	-	-	*	*	8%	60%	42%	34%	38%	33%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	36%	34%	27%	29%	42%	*	60%	-	30%	16%	41%	34%	33%	29%	25%
	2021	26%	29%	24%	14%	18%	33%	*	*	*	28%	16%	38%	25%	22%	20%	14%
Reading and Mathematics Including EOC	2022	36%	39%	36%	29%	31%	45%	60%	67%	-	36%	16%	43%	37%	34%	31%	26%
	2021	28%	31%	26%	16%	20%	36%	*	*	*	32%	16%	38%	27%	24%	22%	15%
Reading Including EOC	2022	53%	55%	53%	49%	47%	61%	80%	83%	-	53%	23%	55%	53%	51%	49%	40%
	2021	41%	43%	38%	27%	31%	48%	*	*	*	45%	22%	47%	39%	35%	34%	23%
Math Including EOC	2022	43%	46%	43%	36%	38%	52%	60%	83%	-	43%	20%	55%	44%	40%	38%	33%
	2021	37%	40%	38%	26%	33%	46%	*	*	*	39%	21%	56%	39%	36%	33%	29%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	76	78	69	79	78	*	*	-	71	62	67	78	76	78	76
	2019	61	62	64	55	62	68	-	-	-	50	44	81	63	67	61	62
Grade 4 Mathematics	2022	74	75	84	100	79	87	*	*	-	86	71	83	85	77	83	77
	2019	65	67	72	91	71	74	-	-	-	44	67	75	72	71	69	67
Grade 5 ELA/Reading	2022	87	87	86	72	83	91	*	-	-	83	83	88	86	87	86	82
	2019	81	83	85	88	85	85	*	*	-	83	98	75	84	87	84	84
Grade 5 Mathematics	2022	79	78	63	67	64	59	*	-	-	83	64	54	60	71	61	61
	2019	83	85	89	92	88	89	*	*	-	100	98	100	92	82	88	88
Grade 6 ELA/Reading	2022	61	63	70	58	71	70	-	*	-	67	56	50	68	74	68	73
	2019	42	46	39	44	35	40	-	*	*	*	39	*	37	44	38	30
Grade 6 Mathematics	2022	61	62	74	79	73	74	-	*	-	83	52	79	73	77	74	73
	2019	54	58	68	75	66	68	-	*	*	*	41	*	67	70	65	60
Grade 7 ELA/Reading	2022	88	89	88	92	88	88	-	-	-	80	79	72	87	89	86	90
	2019	77	78	73	62	72	74	*	*	-	*	55	*	71	79	71	70
Grade 7 Mathematics	2022	60	60	50	31	50	54	-	-	-	20	46	61	47	57	48	52
	2019	62	64	51	62	46	55	*	*	-	*	50	*	50	57	51	52
Grade 8 ELA/Reading	2022	83	84	83	83	82	85	*	*	-	100	56	60	83	86	84	88
	2019	77	78	79	73	81	78	*	-	*	79	66	*	80	76	80	80
Grade 8 Mathematics	2022	74	72	77	100	78	73	*	*	-	*	52	*	78	74	78	75
	2019	82	81	85	81	86	83	*	-	*	92	67	*	84	88	85	87
End of Course English II	2022	71	73	72	78	70	73	*	*	-	*	71	*	72	70	72	62
	2019	69	71	72	71	72	71	*	90	-	69	65	*	70	79	70	76
End of Course Algebra I	2022	67	69	73	71	69	75	*	*	*	92	45	*	74	66	69	65
	2019	75	78	76	71	75	78	*	-	-	71	56	80	77	70	74	70
All Grades Both Subjects	2022	74	74	75	75	74	75	73	89	*	75	62	68	74	76	74	73
	2019	69	71	71	71	70	72	63	93	*	74	62	69	70	72	69	68
All Grades ELA/Reading	2022	78	79	80	75	79	81	60	80	-	82	67	69	79	81	79	80
	2019	68	70	69	64	68	69	57	90	*	73	61	66	68	72	67	67
All Grades Mathematics	2022	69	70	69	74	68	70	83	*	*	69	57	68	69	70	68	67
	2019	70	72	73	78	72	74	69	100	*	74	63	73	73	73	71	70

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	75%	78%	66%	65%	-	-	-	67%	62%	100%	62%	-	85%	82%	64%	91%
	2021	67%	69%	70%	59%	-	-	-	-	59%	51%	69%	51%	-	61%	74%	54%	87%
At Meets Grade Level or Above	2022	48%	50%	49%	34%	34%	-	-	-	35%	26%	43%	26%	-	63%	55%	30%	75%
	2021	41%	44%	41%	30%	-	-	-	-	30%	20%	13%	20%	-	18%	45%	23%	63%
At Masters Grade Level	2022	23%	25%	22%	16%	19%	-	-	-	16%	9%	14%	9%	-	23%	26%	11%	38%
	2021	18%	21%	18%	12%	-	-	-	-	12%	5%	0%	5%	-	0%	21%	7%	22%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	75%	77%	71%	65%	-	-	-	73%	57%	*	57%	-	82%	83%	62%	89%
	2021	68%	69%	67%	58%	-	-	-	-	58%	44%	71%	44%	-	46%	72%	49%	85%
At Meets Grade Level or Above	2022	53%	54%	52%	43%	43%	-	-	-	42%	27%	*	26%	-	65%	59%	33%	77%
	2021	45%	46%	42%	30%	-	-	-	-	30%	17%	29%	16%	-	15%	47%	21%	62%
At Masters Grade Level	2022	25%	27%	23%	19%	27%	-	-	-	17%	8%	*	8%	-	29%	26%	12%	34%
	2021	18%	20%	17%	11%	-	-	-	-	11%	2%	0%	2%	-	0%	21%	5%	16%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	74%	76%	68%	65%	-	-	-	69%	64%	*	63%	-	82%	79%	66%	87%
	2021	66%	68%	71%	61%	-	-	-	-	61%	58%	60%	58%	-	77%	74%	60%	88%
At Meets Grade Level or Above	2022	42%	45%	44%	32%	24%	-	-	-	34%	26%	*	26%	-	65%	48%	30%	74%
	2021	37%	41%	39%	35%	-	-	-	-	35%	20%	0%	21%	-	23%	42%	26%	59%
At Masters Grade Level	2022	20%	23%	20%	16%	11%	-	-	-	18%	9%	*	9%	-	18%	22%	12%	43%
	2021	18%	20%	19%	17%	-	-	-	-	17%	6%	0%	6%	-	0%	22%	10%	19%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	76%	79%	46%	-	-	-	-	46%	66%	-	66%	-	*	85%	60%	97%
	2021	71%	72%	76%	60%	-	-	-	-	60%	56%	*	56%	-	40%	80%	57%	94%
At Meets Grade Level or Above	2022	47%	49%	46%	17%	-	-	-	-	17%	21%	-	21%	-	*	54%	20%	76%
	2021	44%	45%	43%	21%	-	-	-	-	21%	22%	*	23%	-	0%	49%	21%	63%
At Masters Grade Level	2022	21%	23%	19%	8%	-	-	-	-	8%	5%	-	5%	-	*	24%	6%	33%
	2021	20%	22%	18%	6%	-	-	-	-	6%	5%	*	5%	-	0%	21%	5%	32%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	76%	85%	-	-	-	-	-	-	70%	-	70%	-	*	89%	71%	92%
	2021	73%	74%	78%	-	-	-	-	-	-	56%	*	56%	-	-	82%	56%	86%
At Meets Grade Level or Above	2022	50%	51%	55%	-	-	-	-	-	-	28%	-	28%	-	*	63%	28%	69%
	2021	49%	50%	51%	-	-	-	-	-	-	31%	*	32%	-	-	53%	31%	73%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2022	30%	32%	33%	-	-	-	-	-	-	13%	-	13%	-	*	40%	13%	46%
	2021	29%	30%	28%	-	-	-	-	-	-	9%	*	9%	-	-	31%	9%	38%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	74%	75%	71%	-	-	-	-	71%	72%	*	72%	-	90%	75%	73%	80%
	2019	69%	71%	71%	*	*	-	-	-		66%	78%	62%		80%		67%	
All Grades ELA/Reading	2022	78%	79%	80%	77%	-	-	-	-	77%	79%	*	79%	-	85%	80%	79%	84%
	2019	68%	70%	69%	*	*	-	-	-		65%	76%	61%		75%		65%	
All Grades Mathematics	2022	69%	70%	69%	65%	-	-	-	-	65%	65%	*	64%	-	95%	70%	66%	77%
	2019	70%	72%	73%	*	*	-	-	-		67%	79%	64%		85%		68%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	93%	92%	92%	96%	88%	100%	36%	88%	94%	96%	97%	85%	96%	91%
Not Included in Accountability: Mobile	5%	5%	5%	8%	5%	4%	12%	0%	55%	12%	5%	4%	3%	12%	3%	5%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	2%	0%	0%	0%	9%	0%	1%	0%	1%	3%	1%	4%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	92%	91%	91%	96%	90%	100%	*	89%	93%	96%	96%	83%	95%	88%
Not Included in Accountability: Mobile	5%	5%	5%	9%	6%	4%	10%	0%	*	11%	5%	4%	3%	13%	3%	5%
Not Included in Accountability: Other Exclusions	2%	3%	2%	0%	3%	0%	0%	0%	*	0%	1%	0%	1%	4%	2%	7%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Other	0%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	94%	91%	93%	95%	88%	100%	*	88%	95%	95%	97%	85%	96%	92%
Not Included in Accountability: Mobile	5%	5%	6%	9%	6%	4%	13%	0%	*	12%	5%	5%	3%	13%	3%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	2%	0%	2%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	100%	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	95%	95%	94%	97%	80%	*	*	80%	95%	95%	98%	86%	97%	94%
Not Included in Accountability: Mobile	4%	5%	5%	5%	5%	3%	20%	*	*	20%	5%	5%	2%	11%	2%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	*	*	0%	0%	0%	0%	2%	0%	2%
Not Tested	2%	2%	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	100%	100%	100%	100%	*	*	*	100%	98%	100%	100%	100%	100%	99%
Included in Accountability	94%	94%	96%	94%	96%	96%	*	*	*	94%	93%	100%	97%	90%	97%	93%
Not Included in Accountability: Mobile	4%	4%	4%	6%	4%	3%	*	*	*	6%	5%	0%	2%	9%	2%	6%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	2%	2%	0%	0%	0%	0%	*	*	*	0%	2%	0%	0%	0%	0%	1%
Absent	1%	1%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	1%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	2%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	95%	98%	*	100%	97%	*	-	-	*	-	-	98%	*	96%	*
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	92%	99%	98%	99%	98%	100%	94%	100%	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	83%	87%	94%	93%	94%	95%	82%	94%	100%	100%	95%	92%	97%	86%	95%	93%
Not Included in Accountability: Mobile	3%	3%	3%	6%	3%	4%	18%	0%	0%	0%	2%	6%	1%	10%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	0%	0%	0%	0%	1%	2%	0%	3%	1%	4%
Not Tested	12%	8%	1%	2%	1%	2%	0%	6%	0%	0%	2%	0%	1%	1%	1%	0%
Absent	2%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	10%	7%	1%	2%	1%	1%	0%	6%	0%	0%	2%	0%	1%	1%	1%	0%
Reading																
Assessment Participant	89%	92%	99%	99%	100%	99%	100%	100%	*	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	83%	86%	94%	94%	93%	95%	88%	100%	*	100%	94%	93%	97%	85%	95%	91%
Not Included in Accountability: Mobile	3%	3%	3%	5%	3%	4%	13%	0%	*	0%	2%	5%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	3%	2%	2%	0%	3%	0%	0%	0%	*	0%	2%	2%	1%	4%	2%	6%
Not Tested	11%	8%	1%	1%	0%	1%	0%	0%	*	0%	2%	0%	1%	1%	1%	0%
Absent	2%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	7%	1%	1%	0%	1%	0%	0%	*	0%	1%	0%	1%	1%	1%	0%
Mathematics																
Assessment Participant	88%	92%	98%	96%	99%	97%	100%	86%	*	100%	98%	100%	98%	99%	98%	100%
Included in Accountability	84%	88%	94%	91%	94%	93%	86%	86%	*	100%	96%	92%	96%	86%	95%	94%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	4%	5%	3%	4%	14%	0%	*	0%	2%	5%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	0%	0%	1%	0%	2%	0%	0%	0%	*	0%	0%	3%	0%	3%	1%	3%
Not Tested	12%	8%	2%	4%	1%	3%	0%	14%	*	0%	2%	0%	2%	1%	2%	0%
Absent	2%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	7%	2%	4%	1%	3%	0%	14%	*	0%	2%	0%	2%	1%	1%	0%
Science																
Assessment Participant	87%	91%	99%	98%	99%	98%	*	*	*	100%	97%	100%	99%	99%	99%	100%
Included in Accountability	84%	87%	94%	89%	95%	95%	*	*	*	100%	94%	85%	97%	86%	95%	95%
Not Included in Accountability: Mobile	3%	3%	4%	9%	3%	3%	*	*	*	0%	3%	10%	1%	10%	3%	2%
Not Included in Accountability: Other Exclusions	0%	0%	1%	0%	1%	0%	*	*	*	0%	0%	5%	0%	3%	1%	3%
Not Tested	13%	9%	1%	2%	1%	2%	*	*	*	0%	3%	0%	1%	1%	1%	0%
Absent	2%	2%	0%	0%	0%	1%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	7%	1%	2%	1%	1%	*	*	*	0%	3%	0%	1%	0%	1%	0%
Social Studies																
Assessment Participant	87%	91%	100%	100%	99%	100%	*	-	*	100%	98%	100%	100%	99%	100%	100%
Included in Accountability	84%	88%	97%	96%	96%	98%	*	-	*	100%	98%	90%	99%	89%	97%	95%
Not Included in Accountability: Mobile	3%	3%	2%	4%	2%	2%	*	-	*	0%	0%	10%	1%	7%	2%	1%
Not Included in Accountability: Other Exclusions	0%	0%	1%	0%	2%	0%	*	-	*	0%	0%	0%	0%	4%	1%	4%
Not Tested	13%	9%	0%	0%	1%	0%	*	-	*	0%	2%	0%	0%	1%	0%	0%
Absent	3%	2%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	7%	0%	0%	1%	0%	*	-	*	0%	2%	0%	0%	1%	0%	0%
Accelerated Testers																
SAT/ACT Participant	85%	92%	60%	*	65%	61%	*	*	-	-	-	-	60%	*	48%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	95.2%	95.0%	94.4%	95.1%	94.9%	95.5%	97.8%	*	94.6%	94.8%	94.8%	95.5%
2019-20	98.3%	98.3%	98.4%	98.4%	98.6%	98.2%	98.5%	99.7%	*	98.5%	98.2%	98.4%	98.7%
Chronic Absenteeism													
2020-21	15.0%	13.7%	13.6%	18.3%	12.4%	14.5%	11.1%	0.0%	0.0%	15.4%	13.7%	14.1%	12.1%
2019-20	6.7%	6.4%	8.1%	10.1%	6.4%	9.8%	5.6%	0.0%	0.0%	10.1%	10.4%	8.1%	5.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2019-20	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.8%	0.2%	0.0%	0.0%	0.4%	0.0%	0.0%	*	5.6%	0.0%	0.4%	0.0%
2019-20	1.6%	2.2%	0.2%	0.0%	0.2%	0.2%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	87.5%	98.1%	93.3%	97.9%	99.3%	*	100.0%	-	83.3%	95.7%	97.1%	100.0%
Received TxCHSE	0.3%	0.2%	0.3%	0.0%	0.7%	0.0%	*	0.0%	-	0.0%	0.0%	0.5%	0.0%
Continued HS	3.9%	5.1%	1.0%	6.7%	1.4%	0.0%	*	0.0%	-	0.0%	4.3%	1.5%	0.0%
Dropped Out	5.8%	7.1%	0.6%	0.0%	0.0%	0.7%	*	0.0%	-	16.7%	0.0%	1.0%	0.0%
Graduates and TxCHSE	90.3%	87.7%	98.4%	93.3%	98.6%	99.3%	*	100.0%	-	83.3%	95.7%	97.6%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	92.9%	99.4%	100.0%	100.0%	99.3%	*	100.0%	-	83.3%	100.0%	99.0%	100.0%
Class of 2020													
Graduated	90.3%	87.7%	98.6%	100.0%	97.7%	99.2%	-	-	-	*	100.0%	98.3%	91.3%
Received TxCHSE	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	5.4%	0.4%	0.0%	0.8%	0.0%	-	-	-	*	0.0%	0.6%	0.0%
Dropped Out	5.4%	6.6%	1.1%	0.0%	1.5%	0.8%	-	-	-	*	0.0%	1.1%	8.7%
Graduates and TxCHSE	90.7%	88.0%	98.6%	100.0%	97.7%	99.2%	-	-	-	*	100.0%	98.3%	91.3%
Graduates, TxCHSE, and Continuers	94.6%	93.4%	98.9%	100.0%	98.5%	99.2%	-	-	-	*	100.0%	98.9%	91.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	89.9%	98.9%	100.0%	98.5%	99.2%	-	-	-	*	100.0%	98.9%	91.3%
Received TxCHSE	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	1.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	8.1%	1.1%	0.0%	1.5%	0.8%	-	-	-	*	0.0%	1.1%	8.7%
Graduates and TxCHSE	92.7%	90.2%	98.9%	100.0%	98.5%	99.2%	-	-	-	*	100.0%	98.9%	91.3%

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	91.9%	98.9%	100.0%	98.5%	99.2%	-	-	-	*	100.0%	98.9%	91.3%
Class of 2019													
Graduated	92.0%	90.6%	99.7%	100.0%	100.0%	99.3%	*	*	-	100.0%	100.0%	99.5%	95.5%
Received TxCHSE	0.5%	0.4%	0.3%	0.0%	0.0%	0.7%	*	*	-	0.0%	0.0%	0.5%	4.5%
Continued HS	1.3%	1.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	7.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.6%	91.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	92.8%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.3%	99.7%	100.0%	100.0%	99.3%	*	*	-	100.0%	100.0%	99.5%	95.5%
Received TxCHSE	0.6%	0.5%	0.3%	0.0%	0.0%	0.7%	*	*	-	0.0%	0.0%	0.5%	4.5%
Continued HS	0.6%	0.7%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	7.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	93.2%	91.8%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	92.4%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
Class of 2018													
Graduated	92.6%	91.9%	98.5%	100.0%	96.9%	99.3%	*	*	-	*	93.8%	97.9%	90.0%
Received TxCHSE	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	0.6%	0.7%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	6.9%	1.5%	0.0%	3.1%	0.7%	*	*	-	*	6.3%	2.1%	10.0%
Graduates and TxCHSE	93.3%	92.4%	98.5%	100.0%	96.9%	99.3%	*	*	-	*	93.8%	97.9%	90.0%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	98.5%	100.0%	96.9%	99.3%	*	*	-	*	93.8%	97.9%	90.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	87.5%	97.8%	93.3%	97.2%	99.3%	*	100.0%	-	83.3%	95.7%	96.6%	96.6%
Class of 2020	90.3%	87.7%	98.2%	100.0%	97.7%	98.4%	-	-	-	*	91.7%	98.3%	91.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	62.5%	*	-	-	*	-	-	-	-	*	-	-
Class of 2020	83.0%	91.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	3.0%	0.3%	0.0%	0.0%	0.0%	*	0.0%	-	20.0%	0.0%	0.5%	0.0%
Class of 2020	4.3%	5.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	81.9%	79.4%	95.5%	92.9%	97.8%	93.8%	*	100.0%	-	80.0%	42.9%	95.0%	96.4%

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	80.4%	97.1%	90.0%	96.9%	98.3%	-	-	-	*	36.4%	95.5%	90.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	82.5%	95.8%	92.9%	97.8%	93.9%	*	100.0%	-	100.0%	45.5%	95.5%	96.4%
Class of 2020	87.8%	85.6%	97.1%	90.0%	96.9%	98.3%	-	-	-	*	36.4%	95.5%	90.5%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	19.6%	*	-	-	*	-	-	-	-	*	-	-
2019-20	38.6%	50.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	3.1%	0.4%	0.0%	0.8%	0.0%	*	*	-	*	0.0%	0.5%	0.0%
2019-20	4.4%	5.3%	1.0%	0.0%	0.8%	0.0%	-	*	-	28.6%	0.0%	1.5%	5.0%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	77.8%	96.1%	93.8%	97.0%	95.2%	*	*	-	*	44.4%	96.2%	100.0%
2019-20	81.8%	78.7%	94.0%	89.5%	95.5%	94.4%	-	*	-	71.4%	31.3%	92.0%	85.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	80.8%	96.1%	93.8%	97.7%	94.5%	*	*	-	*	45.0%	96.8%	100.0%
2019-20	85.8%	83.7%	95.0%	89.5%	96.2%	94.4%	-	*	-	100.0%	31.3%	93.5%	90.0%

Texas Education Agency
2021-22 Graduation Profile (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	284	100.0%	358,842	100.0%
By Ethnicity:				
African American	16	5.6%	44,018	12.3%
Hispanic	133	46.8%	183,306	51.1%
White	127	44.7%	103,898	29.0%
American Indian	1	0.4%	1,195	0.3%
Asian	4	1.4%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	3	1.1%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	1	0.4%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	1	0.4%	729	0.2%
Foundation H.S. Program (No Endorsement)	10	3.5%	56,281	15.7%
Foundation H.S. Program (Endorsement)	1	0.4%	13,582	3.8%
Foundation H.S. Program (DLA)	271	95.4%	287,316	80.1%
Special Education Graduates	20	7.0%	31,028	8.6%
Economically Disadvantaged Graduates	186	65.5%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	25	8.8%	32,809	9.1%
At-Risk Graduates	203	71.5%	155,884	43.4%
CTE Completers	84	29.6%	99,076	27.6%

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	65.3%	90.1%	81.3%	89.5%	91.3%	*	*	-	*	80.0%	89.2%	92.0%
2019-20	63.0%	62.8%	87.7%	73.7%	88.6%	88.0%	-	*	-	100.0%	81.3%	89.5%	90.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	55.3%	85.9%	75.0%	85.7%	86.6%	*	*	-	*	55.0%	84.9%	92.0%
2019-20	53.4%	55.1%	82.7%	68.4%	85.6%	81.0%	-	*	-	100.0%	25.0%	83.5%	75.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	58.4%	88.0%	93.8%	88.7%	85.8%	*	*	-	*	70.0%	86.6%	96.0%
2019-20	59.7%	60.0%	90.7%	78.9%	89.4%	93.0%	-	*	-	100.0%	37.5%	90.5%	80.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	46.2%	77.8%	81.3%	77.4%	76.4%	*	*	-	*	60.0%	82.8%	96.0%
2019-20	47.9%	47.6%	77.4%	84.2%	85.6%	68.3%	-	*	-	85.7%	18.8%	80.5%	75.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	41.7%	69.7%	75.0%	69.9%	66.9%	*	*	-	*	55.0%	72.0%	92.0%
2019-20	43.2%	43.8%	74.1%	68.4%	82.6%	66.2%	-	*	-	85.7%	18.8%	78.5%	75.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	26.9%	6.7%	0.0%	6.8%	5.5%	*	*	-	*	0.0%	5.9%	0.0%
2019-20	21.1%	27.0%	5.6%	0.0%	3.8%	8.5%	-	*	-	0.0%	0.0%	3.5%	0.0%
Associate Degree (Annual Graduates)													
2020-21	2.6%	3.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2019-20	2.1%	2.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	25.6%	35.6%	12.5%	31.6%	40.2%	*	*	-	*	0.0%	28.5%	0.0%
2019-20	24.6%	23.1%	28.2%	5.3%	17.4%	40.1%	-	*	-	42.9%	6.3%	19.0%	0.0%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	3.5%	1.8%	0.0%	2.3%	1.6%	*	*	-	*	0.0%	1.1%	0.0%
2019-20	4.0%	3.7%	3.3%	0.0%	6.1%	1.4%	-	*	-	0.0%	0.0%	4.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	20.4%	32.4%	18.8%	26.3%	40.9%	*	*	-	*	70.0%	28.0%	12.0%
2019-20	18.7%	14.9%	18.6%	10.5%	17.4%	21.1%	-	*	-	14.3%	81.3%	16.5%	30.0%
Approved Industry-Based Certification (Annual Graduates)													

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	14.9%	28.2%	12.5%	23.3%	35.4%	*	*	-	*	10.0%	23.7%	8.0%
2019-20	13.2%	8.9%	15.0%	0.0%	14.4%	17.6%	-	*	-	14.3%	12.5%	12.5%	15.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2019-20	0.7%	0.9%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	2.0%	1.8%	0.0%	1.5%	2.4%	*	*	-	*	25.0%	1.6%	0.0%
2019-20	2.4%	2.6%	3.0%	5.3%	2.3%	3.5%	-	*	-	0.0%	50.0%	4.5%	10.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	4.1%	3.2%	6.3%	2.3%	3.9%	*	*	-	*	45.0%	3.2%	4.0%
2019-20	3.7%	3.8%	1.7%	5.3%	1.5%	1.4%	-	*	-	0.0%	31.3%	1.0%	10.0%

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	21.6%	45.8%	43.8%	40.6%	51.2%	*	*	-	*	15.0%	39.2%	24.0%
	2019-20	30.1%	25.3%	56.5%	42.1%	43.2%	70.4%	-	*	-	57.1%	6.3%	49.0%	5.0%
Mathematics	2020-21	19.4%	15.1%	13.7%	6.3%	15.0%	11.8%	*	*	-	*	5.0%	11.8%	16.0%
	2019-20	21.2%	16.6%	25.6%	21.1%	22.0%	28.9%	-	*	-	28.6%	0.0%	25.0%	0.0%
Both Subjects	2020-21	14.4%	10.7%	11.3%	6.3%	12.8%	8.7%	*	*	-	*	5.0%	9.7%	16.0%
	2019-20	16.4%	12.8%	22.3%	21.1%	19.7%	23.9%	-	*	-	28.6%	0.0%	21.5%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	7.0%	54.6%	56.3%	61.7%	48.0%	*	*	-	*	65.0%	63.4%	96.0%
	2019-20	7.3%	5.1%	46.2%	63.2%	59.8%	31.0%	-	*	-	57.1%	31.3%	55.5%	80.0%
Mathematics	2020-21	10.3%	7.5%	64.1%	75.0%	66.2%	62.2%	*	*	-	*	60.0%	73.7%	96.0%
	2019-20	9.7%	6.8%	57.5%	73.7%	68.9%	43.7%	-	*	-	85.7%	18.8%	64.0%	75.0%
Both Subjects	2020-21	4.9%	3.7%	48.6%	43.8%	54.1%	44.1%	*	*	-	*	50.0%	56.5%	92.0%
	2019-20	4.2%	3.0%	39.5%	47.4%	55.3%	23.2%	-	*	-	57.1%	18.8%	48.5%	75.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	26.1%	4.1%	0.0%	4.4%	4.5%	*	*	-	0.0%	0.0%	3.1%	0.0%
	2020	22.0%	27.5%	3.6%	0.0%	4.6%	3.4%	*	0.0%	-	0.0%	0.0%	3.6%	0.0%
English Language Arts	2021	12.1%	16.0%	0.9%	0.0%	0.7%	1.2%	*	*	-	0.0%	0.0%	0.8%	0.0%
	2020	12.7%	16.7%	1.0%	0.0%	1.5%	0.8%	*	0.0%	-	0.0%	0.0%	1.3%	0.0%
Mathematics	2021	6.1%	8.3%	0.7%	0.0%	0.4%	1.2%	*	*	-	0.0%	0.0%	0.3%	0.0%
	2020	6.4%	9.2%	0.7%	0.0%	0.4%	1.1%	*	0.0%	-	0.0%	0.0%	0.3%	0.0%
Science	2021	8.7%	10.9%	1.3%	0.0%	0.7%	2.0%	*	*	-	0.0%	0.0%	0.3%	0.0%
	2020	9.4%	12.1%	1.0%	0.0%	0.8%	1.5%	*	0.0%	-	0.0%	0.0%	0.8%	0.0%
Social Studies	2021	11.6%	14.2%	0.9%	0.0%	1.5%	0.4%	*	*	-	0.0%	0.0%	1.1%	0.0%
	2020	12.4%	15.5%	1.2%	0.0%	1.1%	1.5%	*	0.0%	-	0.0%	0.0%	1.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	53.0%	60.9%	-	50.0%	72.7%	-	-	-	-	-	45.5%	-
	2020	59.0%	62.6%	57.1%	-	66.7%	44.4%	-	-	-	-	-	57.1%	-
English Language Arts	2021	42.7%	47.1%	20.0%	-	*	*	-	-	-	-	-	*	-
	2020	50.1%	53.8%	33.3%	-	*	*	-	-	-	-	-	20.0%	-
Mathematics	2021	49.4%	55.3%	*	-	*	*	-	-	-	-	-	*	-
	2020	56.5%	62.7%	*	-	*	*	-	-	-	-	-	*	-
Science	2021	41.4%	46.6%	100.0%	-	*	100.0%	-	-	-	-	-	*	-
	2020	47.6%	51.0%	50.0%	-	*	*	-	-	-	-	-	*	-

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	48.7%	40.0%	-	*	*	-	-	-	-	-	*	-
	2020	52.3%	57.4%	42.9%	-	*	*	-	-	-	-	-	*	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	80.5%	31.7%	12.5%	28.6%	36.2%	*	*	-	*	15.0%	24.7%	20.0%
	2019-20	76.7%	81.5%	54.2%	63.2%	39.4%	66.2%	-	*	-	42.9%	12.5%	44.9%	20.0%
At/Above Criterion for All Examinees	2020-21	32.9%	36.5%	31.1%	*	26.3%	30.4%	*	*	-	-	*	23.9%	0.0%
	2019-20	35.7%	40.2%	22.7%	8.3%	21.2%	25.5%	-	*	-	*	*	16.9%	*
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	1015	1005	*	975	1022	*	*	-	-	*	965	782
	2019-20	1019	1035	975	918	925	1009	-	1000	-	1043	900	930	700
English Language Arts and Writing	2020-21	504	509	515	*	501	523	*	*	-	-	*	497	392
	2019-20	513	520	504	468	468	528	-	480	-	577	440	476	330
Mathematics	2020-21	498	506	490	*	474	499	*	*	-	-	*	468	390
	2019-20	506	515	472	450	458	482	-	520	-	467	460	454	370
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	19.9	20.3	*	20.0	19.9	-	*	-	-	*	19.4	-
	2019-20	20.2	20.5	20.3	23.0	20.0	20.3	-	-	-	-	20.0	16.8	-
English Language Arts	2020-21	19.6	19.5	20.7	*	20.6	20.3	-	*	-	-	*	20.0	-
	2019-20	19.9	20.1	20.6	26.5	19.8	20.5	-	-	-	-	19.5	16.4	-
Mathematics	2020-21	19.9	20.0	18.5	*	18.3	17.8	-	*	-	-	*	17.8	-
	2019-20	20.1	20.5	19.2	17.0	18.5	19.3	-	-	-	-	18.0	15.8	-
Science	2020-21	20.3	20.3	20.5	*	19.8	20.6	-	*	-	-	*	19.6	-
	2019-20	20.5	20.7	20.5	20.0	20.0	20.6	-	-	-	-	24.0	18.0	-

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	46.6%	43.0%	38.3%	40.1%	46.9%	40.0%	80.0%	*	35.3%	29.7%	39.7%	19.6%
	2019-20	46.3%	49.4%	39.1%	41.7%	35.5%	42.9%	11.1%	100.0%	*	27.3%	15.6%	34.4%	17.4%
English Language Arts	2020-21	16.3%	17.4%	11.1%	5.3%	8.6%	14.0%	22.2%	80.0%	*	6.7%	0.0%	7.7%	0.0%
	2019-20	18.2%	18.6%	13.1%	6.9%	8.5%	18.1%	11.1%	80.0%	*	9.5%	2.4%	9.4%	0.0%
Mathematics	2020-21	19.3%	21.2%	11.9%	10.5%	10.5%	13.3%	22.2%	*	*	11.8%	0.0%	8.8%	0.0%
	2019-20	20.7%	22.2%	10.3%	3.8%	7.2%	13.4%	11.1%	100.0%	*	10.0%	1.2%	8.1%	0.0%
Science	2020-21	20.6%	22.7%	25.0%	18.2%	23.5%	27.3%	33.3%	80.0%	*	13.3%	27.7%	24.2%	14.0%
	2019-20	22.4%	23.9%	21.4%	24.1%	21.4%	21.3%	0.0%	60.0%	*	21.1%	6.4%	20.4%	13.1%
Social Studies	2020-21	22.8%	26.8%	22.3%	20.8%	19.8%	25.0%	14.3%	80.0%	*	20.0%	0.0%	16.4%	1.4%
	2019-20	24.6%	27.7%	18.4%	6.3%	14.0%	24.2%	11.1%	80.0%	*	5.3%	1.4%	13.1%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
	2019-20	58.5%	52.0%	85.0%	94.7%	82.6%	86.6%	-	*	-	71.4%	87.5%	83.5%	95.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	46.2%	43.9%	42.1%	34.1%	52.8%	-	*	-	42.9%	18.8%	37.9%	10.0%
	2018-19	52.6%	53.9%	47.4%	47.6%	43.8%	48.7%	*	*	-	80.0%	21.4%	38.7%	24.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 Student Information (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	4,093	100.0%	5,402,928	100.0%	4,103	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	6	0.1%	14,290	0.3%	9	0.2%	21,375	0.4%
Pre-Kindergarten	176	4.3%	222,767	4.1%	180	4.4%	223,733	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	33,969	0.6%	0	0.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	176	4.3%	188,798	3.5%	180	4.4%	189,474	3.5%
Kindergarten	278	6.8%	370,054	6.8%	279	6.8%	371,502	6.8%
Grade 1	287	7.0%	384,494	7.1%	287	7.0%	386,232	7.1%
Grade 2	284	6.9%	382,008	7.1%	285	6.9%	383,838	7.1%
Grade 3	300	7.3%	383,078	7.1%	300	7.3%	384,872	7.1%
Grade 4	279	6.8%	383,959	7.1%	279	6.8%	386,011	7.1%
Grade 5	273	6.7%	387,945	7.2%	273	6.7%	389,971	7.2%
Grade 6	302	7.4%	398,640	7.4%	302	7.4%	400,447	7.4%
Grade 7	344	8.4%	418,486	7.7%	344	8.4%	418,788	7.7%
Grade 8	332	8.1%	424,287	7.9%	332	8.1%	424,544	7.8%
Grade 9	367	9.0%	475,437	8.8%	367	8.9%	475,746	8.8%
Grade 10	306	7.5%	408,393	7.6%	306	7.5%	408,700	7.5%
Grade 11	299	7.3%	389,034	7.2%	299	7.3%	389,454	7.2%
Grade 12	260	6.4%	360,056	6.7%	261	6.4%	362,157	6.7%
Ethnic Distribution:								
African American	175	4.3%	690,999	12.8%	175	4.3%	694,302	12.8%
Hispanic	2,181	53.3%	2,850,147	52.8%	2,183	53.2%	2,860,754	52.7%
White	1,593	38.9%	1,420,166	26.3%	1,601	39.0%	1,427,241	26.3%
American Indian	19	0.5%	17,944	0.3%	19	0.5%	18,028	0.3%
Asian	14	0.3%	259,342	4.8%	14	0.3%	261,788	4.8%
Pacific Islander	6	0.1%	8,443	0.2%	6	0.1%	8,477	0.2%
Two or More Races	105	2.6%	155,887	2.9%	105	2.6%	156,780	2.9%
Sex:								
Female	1,993	48.7%	2,640,313	48.9%	1,994	48.6%	2,650,563	48.8%
Male	2,100	51.3%	2,762,615	51.1%	2,109	51.4%	2,776,807	51.2%
Economically Disadvantaged	3,144	76.8%	3,278,452	60.7%	3,148	76.7%	3,289,420	60.6%
Non-Educationally Disadvantaged	949	23.2%	2,124,476	39.3%	955	23.3%	2,137,950	39.4%
Section 504 Students	330	8.1%	400,729	7.4%	330	8.0%	401,648	7.4%
EB Students/EL	978	23.9%	1,171,661	21.7%	978	23.8%	1,175,333	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Disciplinary Placements (2020-21)	86	2.0%	34,054	0.6%				
Students w/ Dyslexia	234	5.7%	270,260	5.0%	234	5.7%	270,966	5.0%
Foster Care	29	0.7%	15,338	0.3%	29	0.7%	15,409	0.3%
Homeless	95	2.3%	61,433	1.1%	95	2.3%	61,687	1.1%
Immigrant	0	0.0%	108,510	2.0%	0	0.0%	108,787	2.0%
Migrant	0	0.0%	14,366	0.3%	0	0.0%	14,426	0.3%
Title I	1,883	46.0%	3,473,996	64.3%	1,892	46.1%	3,487,333	64.3%
Military Connected	36	0.9%	176,253	3.3%	36	0.9%	176,554	3.3%
At-Risk	2,075	50.7%	2,892,191	53.5%	2,076	50.6%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	956	23.4%	1,182,035	21.9%	956	23.3%	1,185,511	21.8%
Gifted and Talented Education	278	6.8%	434,269	8.0%	278	6.8%	435,356	8.0%
Special Education	478	11.7%	624,256	11.6%	488	11.9%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	478		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	167	34.9%	268,673	43.0%				
Students with Physical Disabilities	161	33.7%	129,679	20.8%				
Students with Autism	**	**	91,742	14.7%				
Students with Behavioral Disabilities	92	19.2%	125,096	20.0%				
Students with Non-Categorical Early Childhood	*	*	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	525	13.7%	705,063	13.6%				
By Ethnicity:								
African American	51	1.3%	131,970	2.5%				
Hispanic	226	5.9%	342,504	6.6%				
White	230	6.0%	184,235	3.5%				
American Indian	4	0.1%	2,852	0.1%				
Asian	1	0.0%	16,716	0.3%				
Pacific Islander	0	0.0%	1,690	0.0%				
Two or More Races	13	0.3%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	54	11.3%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	81	10.0%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	394	13.7%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	359	12.5%	772,746	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.9%	1.9%	2.3%	5.2%
Grade 1	0.9%	2.9%	2.0%	4.2%
Grade 2	0.4%	1.7%	1.9%	2.2%
Grade 3	0.0%	1.0%	0.0%	1.0%
Grade 4	0.0%	0.7%	2.0%	0.7%
Grade 5	0.0%	0.5%	0.0%	0.7%
Grade 6	0.3%	0.6%	0.0%	0.6%
Grade 7	0.7%	0.7%	0.0%	0.7%
Grade 8	0.7%	0.6%	0.0%	0.8%
Grade 9	10.0%	10.5%	4.8%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	1	0.1%	8,781	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	19.3	18.7
Grade 1	20.7	18.7
Grade 2	20.9	18.6
Grade 3	19.3	18.7
Grade 4	19.8	18.8
Grade 5	22.8	20.2
Grade 6	19.5	19.2
Secondary:		
English/Language Arts	17.0	16.3
Foreign Languages	17.7	18.4
Mathematics	19.6	17.5
Science	20.5	18.5
Social Studies	21.0	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	517.8	100.0%	749,473.4	100.0%
Professional Staff:	341.7	66.0%	480,632.3	64.1%
Teachers	272.9	52.7%	369,695.8	49.3%
Professional Support	44.8	8.7%	80,190.4	10.7%
Campus Administration (School Leadership)	18.0	3.5%	22,091.4	2.9%
Central Administration	6.0	1.2%	8,654.8	1.2%
Educational Aides:	90.0	17.4%	82,972.4	11.1%
Auxiliary Staff:	86.1	16.6%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4,194.0	n/a
Part-time Librarians	0.0	n/a	607.0	n/a
Full-time Counselors	9.0	n/a	13,550.0	n/a
Part-time Counselors	3.0	n/a	1,176.0	n/a
Total Minority Staff:	111.9	21.6%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	5.0	1.8%	41,286.1	11.2%
Hispanic	24.0	8.8%	106,866.5	28.9%
White	242.9	89.0%	208,485.4	56.4%
American Indian	0.0	0.0%	1,235.6	0.3%
Asian	0.0	0.0%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	1.0	0.4%	4,312.0	1.2%
Teachers by Sex:				
Males	65.3	23.9%	89,015.4	24.1%
Females	207.7	76.1%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	1.0	0.4%	5,187.9	1.4%
Bachelors	206.0	75.5%	268,560.2	72.6%
Masters	65.0	23.8%	93,139.5	25.2%
Doctorate	1.0	0.4%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	14.1	5.1%	29,215.8	7.9%
1-5 Years Experience	54.0	19.8%	98,764.8	26.7%
6-10 Years Experience	48.0	17.6%	76,197.2	20.6%

Texas Education Agency
2021-22 Staff Information (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
11-20 Years Experience	88.9	32.6%	105,811.4	28.6%
21-30 Years Experience	60.1	22.0%	48,804.6	13.2%
Over 30 Years Experience	8.0	2.9%	10,902.0	2.9%
Number of Students per Teacher	15.0	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	4.4	6.3
Average Years Experience of Principals with District	4.4	5.4
Average Years Experience of Assistant Principals	3.8	5.5
Average Years Experience of Assistant Principals with District	3.3	4.8
Average Years Experience of Teachers:	13.3	11.1
Average Years Experience of Teachers with District:	7.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$51,433	\$51,054
1-5 Years Experience	\$51,842	\$54,577
6-10 Years Experience	\$53,151	\$57,746
11-20 Years Experience	\$56,984	\$61,377
21-30 Years Experience	\$63,839	\$65,949
Over 30 Years Experience	\$67,733	\$71,111
Average Actual Salaries (regular duties only):		
Teachers	\$56,832	\$58,887
Professional Support	\$69,672	\$69,505
Campus Administration (School Leadership)	\$76,903	\$84,990
Central Administration	\$142,831	\$112,797
Instructional Staff Percent:	73.6%	64.9%
Turnover Rate for Teachers:	19.7%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

Texas Education Agency
2021-22 Staff Information (TAPR)
KAUFMAN ISD (129903) - KAUFMAN COUNTY

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	6.0	2.2%	22,926.8	6.2%
Career and Technical Education	18.0	6.6%	19,365.5	5.2%
Compensatory Education	31.9	11.7%	11,037.2	3.0%
Gifted and Talented Education	0.3	0.1%	6,465.0	1.7%
Regular Education	185.3	67.9%	261,685.1	70.8%
Special Education	17.4	6.4%	35,441.0	9.6%
Other	14.1	5.1%	12,775.1	3.5%

- Indicates there are no students in the group.

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

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

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

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

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)

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

Critical Success Factors

The following success factors are foundational elements within the framework of the Texas Accountability Intervention System (TAIS) developed by TEA and TCDSS. These Critical Success Factors will serve as key focus areas in school improvement planning. The CSFs documented are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts. All of these research-based measures, when taken as a whole, are key to continuous school improvement.

1. Improve Academic Performance

Academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.

2. Increase the Use of Quality Data to Drive Instruction

The use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used (Hamilton, et al., 2009). For example, academic achievement can improve when teachers create regular opportunities to share data with individual students (Black & Williams, 2005). Therefore, it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

3. Increase Leadership Effectiveness

Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

4. Increased Learning Time

Research promotes a three-pronged approach to Increased Learning Time that includes the following elements: (a) increased academic learning time; (b) increased enrichment activities; (c) and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the

result of which is “higher academic achievement, especially for disadvantaged students.” (Jez & Wassmer, 2011; Gettinger & Seibert 2002) To be utilized successfully, increased learning time must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules, block scheduling, using the time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers in ways that continuously strengthen their instructional practices. (Chalk Board Project, 2008; Kaplan & Chan, 2011)

5. Increase Family and Community Engagement

Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services. Parent, family and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education (Barton, 2003).

6. Improve School Climate

The connection between school climate and student achievement has been well established in research. Focusing on the development of a campus’ climate as a learning environment is fundamental to improved teacher morale and student achievement (Nomura, 1999). Formally assessing and addressing school climate is essential to any schools’ effort toward successful reform, achievement, and making a difference for underprivileged student groups (California P-16 Council, 2008). Indicators of a positive school climate and welcoming learning environment are increased attendance and reduced discipline referrals. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate. (Scales & Leffert, 1999)

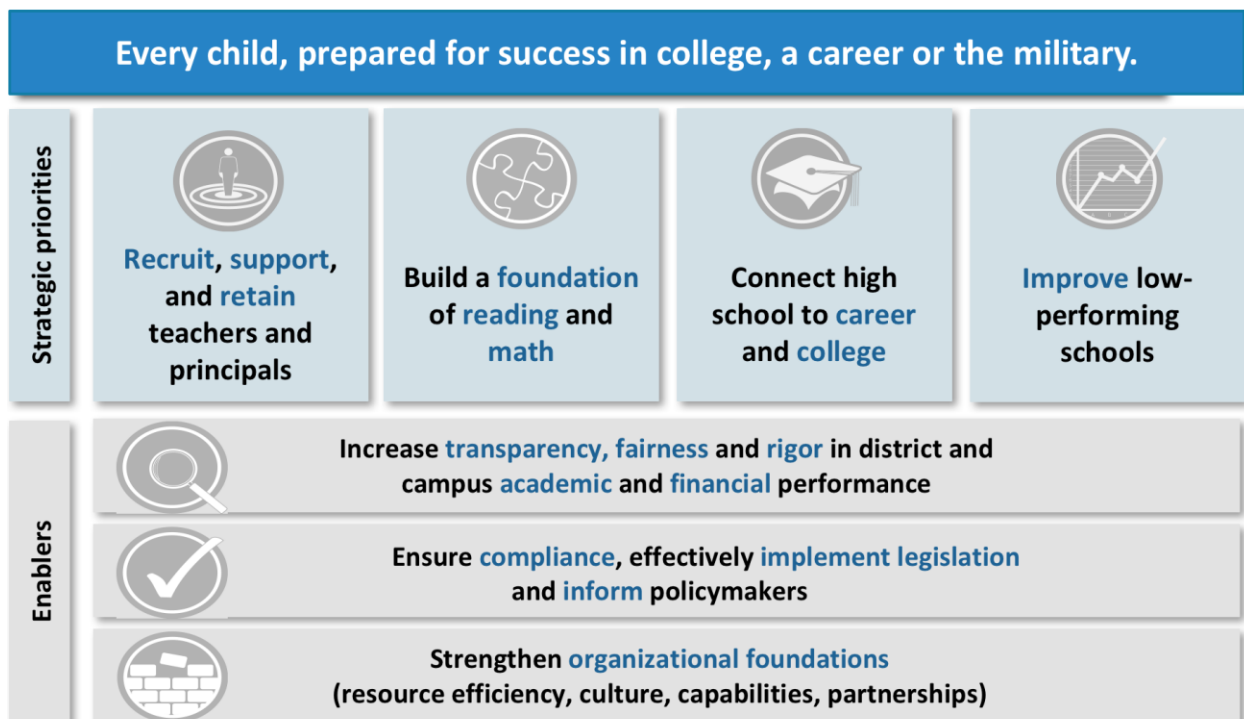
7. Increase Teacher Quality

Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. Over two decades of research has demonstrated a clear connection between teacher quality and increased student performance. The evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers (Nye, Konstantoupoulos, & Hedges, 2004). Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sanders & Rivers, 1996). LEAs and campuses can have a direct impact student achievement through the effective implementation of a comprehensive teacher quality program.

These Critical Success Factors reflect behavioral changes that must be demonstrated by students at the campus and district or by adults working on their behalf. The effective implementation of each CSF is crucial in school efforts to meet stated goals and objectives. Critical Success Factors must also be monitored using measurable performance indicators. It is these indicators that will enable campus and district staff to determine whether schools and programs are on track to achieve their desired outcomes.

TEA Strategic Priorities

The TEA works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker and graduates prepared for success in college, a career, or the military, and as an engaged, productive citizen. To achieve this vision for public education in Texas, the Agency has outlined specific strategic priorities to guide and focus our work on behalf of the more than five million school children in our State.



Dating Violence

Dating violence is not tolerated by KISD. During the 2021-2022 school year, KISD will review and refine our policy on dating violence to incorporate all of the requirements laid out in SB9. Dating violence is currently addressed in KISD board policy FFH (Local). This policy includes definitions, examples, reporting procedures, and parent notification expectations. KISD uses the BASE program to inform secondary students about the dangers of dating violence.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation against District students. For provisions regarding discrimination, harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited
Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Sex-Based
Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

**Sexual Harassment
By an Employee**

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

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2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

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For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District
Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX
Coordinator*

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /
Section 504
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

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**Alternative
Reporting
Procedures**

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

**Investigation of
Reports Other Than
Title IX**

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

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District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of</p>

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	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
Response to Sexual Harassment–Title IX	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none">• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;• Consider the complainant's wishes with respect to supportive measures; and• Explain to the complainant the option and process for filing a formal complaint. <p>The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.</p>

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Title IX Formal
Complaint Process

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;

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10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and
Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.