2020-21
District Annual Report
Public Hearing

Raymondville ISD

March 8, 2022

8 Sections to the District Annual Report

1. 2020-21 Texas Academic Performance Report (PDF TAPR)
   - ❑ For the District and each Campus in the District
2. PEIMS Financial Standard Report (2019-20 Financial Actual Report)
   - ❑ For the District and each Campus in the District
3. 2020-21 District Accreditation Status
4. Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
   - ❑ For each High School Campus in the District
7. Progress Toward Board-adopted HB 3 Goals
   - ❑ For the District and each Campus in the District
8. 2020-21 TAPR Glossary

Section 1
2020-21 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
  - PEIMS
  - Student Assessment Data
- 2020-21 TAPR is published as a PDF
  - Includes a wide range of information on the performance of students in each district and campus in the state
  - Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
  - Provides extensive information on school and district staff, programs, and student demographics

https://tea.texas.gov/perfreport/tapr/index.html

Section 1
2020-21 Texas Academic Performance Report (TAPR)

Cover Page

- 2021 Accountability Rating
  - Same rating for the district and all campuses: *Not Rated: Declared State of Disaster*
- 2021 Special Education Determination Status
  - Only reported on the district's TAPR
- 2021 Armed Services Vocational Aptitude Battery (ASVAB) Test
  - Only reported on the district's TAPR and only reported if the district did not offer the ASVAB Test or offered an ASVAB Alternative Test
- 2021 Distinction Designations
  - *No Distinction Designations were awarded at the district or campus level in 2021*

2020-21 Texas Academic Performance Report (TAPR)

District Name: RAYMONDVILLE ISD

District Number: 245903

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements

Section 1
2020-21 Texas Academic Performance Report (TAPR)

STAAR Performance – reported for 2021 and 2019 (2020 STAAR was cancelled)

- All 3 performance rates
  - ***Approaches Grade Level or Above***
  - ***Meets Grade Level or Above***
  - ***Masters Grade Level***
- Reported for
  - Each Assessment (Pages 3 - 8)
  - All Grades All Subjects (Page 8)
  - All Grades by Subject (Pages 8 - 9)

STAAR – Academic Growth – reported for 2019 and 2018 (Page 10)

- Only calculated in Reading (Grades 4-8 and English II) and Math (Grades 4-8 and Algebra I)
- Reported by Grade and Subject
- Because Academic Growth requires consecutive years of STAAR performance, it could not be calculated for 2021 (due to the cancellation of STAAR in 2020)
- **Academic Growth IS anticipated to be calculated for 2022 STAAR**

Each Assessment

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAYMONDVILLE ISD (245903) - WILLACY COUNTY

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

	School Year	State	Region 01	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	2021	67%	57%	**69%**	-	69%	-	-	-	-	-	42%	-	70%	63%	70%	78%
	2019	76%	79%	**72%**	-	72%	*	-	-	-	-	64%	*	72%	75%	70%	40%
At Meets Grade Level or Above	2021	39%	27%	**33%**	-	33%	-	-	-	-	-	16%	-	33%	38%	35%	44%
	2019	45%	46%	**43%**	-	43%	*	-	-	-	-	36%	*	42%	56%	40%	13%
At Masters Grade Level	2021	19%	11%	**11%**	-	11%	-	-	-	-	-	11%	-	10%	25%	11%	22%
	2019	27%	27%	**25%**	-	25%	*	-	-	-	-	9%	*	25%	31%	23%	7%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	45%	**52%**	-	52%	-	-	-	-	-	37%	-	55%	25%	52%	56%
	2019	79%	83%	**77%**	-	76%	*	-	-	-	-	64%	*	75%	87%	74%	53%
At Meets Grade Level or Above	2021	31%	17%	**20%**	-	20%	-	-	-	-	-	11%	-	19%	25%	21%	22%
	2019	49%	53%	**42%**	-	41%	*	-	-	-	-	36%	*	41%	47%	41%	20%
At Masters Grade Level	2021	14%	6%	**5%**	-	5%	-	-	-	-	-	11%	-	5%	0%	6%	11%
	2019	25%	26%	**22%**	-	22%	*	-	-	-	-	18%	*	20%	33%	21%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	56%	**68%**	-	68%	*	-	-	-	-	40%	*	68%	69%	68%	78%
	2019	75%	80%	**81%**	-	81%	-	-	-	-	-	52%	*	82%	74%	81%	71%
At Meets Grade Level or Above	2021	36%	28%	**36%**	-	35%	*	-	-	-	-	25%	*	37%	31%	36%	28%
	2019	44%	47%	**49%**	-	49%	-	-	-	-	-	33%	*	48%	52%	45%	24%
At Masters Grade Level	2021	17%	12%	**11%**	-	11%	*	-	-	-	-	0%	*	11%	6%	10%	6%
	2019	22%	23%	**23%**	-	23%	-	-	-	-	-	24%	*	22%	30%	22%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	44%	**62%**	-	62%	*	-	-	-	-	35%	*	62%	63%	62%	56%
	2019	75%	81%	**87%**	-	87%	-	-	-	-	-	57%	*	87%	89%	85%	88%
At Meets Grade Level or Above	2021	36%	22%	**29%**	-	29%	*	-	-	-	-	20%	*	29%	31%	30%	22%
	2019	48%	51%	**47%**	-	47%	-	-	-	-	-	38%	*	46%	48%	44%	35%
At Masters Grade Level	2021	21%	10%	**14%**	-	14%	*	-	-	-	-	15%	*	15%	6%	13%	17%
	2019	28%	28%	**25%**	-	25%	-	-	-	-	-	33%	*	24%	26%	22%	6%
Grade 4 Writing																	

All Grades All Subjects

	School Year	State	Region 01	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)
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	**66%**	*	66%	68%	-	*	-	-	43%	50%	66%	65%	64%	54%
	2019	78%	79%	**76%**	83%	76%	65%	-	100%	-	40%	48%	71%	77%	72%	74%	66%
At Meets Grade Level or Above	2021	41%	32%	**32%**	*	32%	34%	-	*	-	-	27%	29%	33%	31%	31%	19%
	2019	50%	50%	**42%**	50%	42%	39%	-	100%	-	0%	25%	38%	43%	36%	39%	27%
At Masters Grade Level	2021	18%	12%	**10%**	*	10%	18%	-	*	-	-	11%	7%	10%	9%	9%	7%
	2019	24%	22%	**16%**	0%	16%	19%	-	86%	-	0%	11%	24%	17%	15%	14%	9%

All Grades By Subject

	School Year	State	Region 01	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)
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	**70%**	-	70%	75%	-	*	-	-	41%	83%	70%	66%	68%	58%
	2019	75%	74%	**70%**	*	71%	50%	-	*	-	*	42%	71%	72%	63%	69%	55%
At Meets Grade Level or Above	2021	45%	38%	**39%**	-	39%	33%	-	*	-	-	24%	33%	39%	38%	37%	22%
	2019	48%	45%	**38%**	*	38%	33%	-	*	-	*	23%	43%	39%	33%	35%	19%
At Masters Grade Level	2021	18%	13%	**12%**	-	12%	25%	-	*	-	-	9%	17%	12%	12%	11%	7%
	2019	21%	18%	**14%**	*	14%	17%	-	*	-	*	9%	43%	15%	12%	12%	6%

Texas Education Agency

2018-19 Progress (TAPR)

RAYMONDVILLE ISD (245903) - WILLACY COUNTY

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

	School Year	State	Region01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**72**	-	72	-	-	-	-	-	70	*	71	81	71	87
	2018	63	65	**75**	-	74	*	-	*	-	-	58	-	74	78	77	85
Grade 4 Mathematics	2019	65	65	**77**	-	77	-	-	-	-	-	70	*	76	84	76	91
	2018	65	67	**86**	-	86	*	-	*	-	-	58	-	86	83	86	90
Grade 5 ELA/Reading	2019	81	80	**75**	-	75	*	-	*	-	-	46	-	77	62	75	70
	2018	80	81	**81**	-	82	*	-	-	-	-	85	-	84	70	80	89
Grade 5 Mathematics	2019	83	85	**84**	-	83	*	-	*	-	-	88	-	85	76	83	85
	2018	81	84	**81**	-	81	*	-	-	-	-	85	-	80	87	81	77
Grade 6 ELA/Reading	2019	42	37	**34**	-	35	*	-	-	-	-	30	*	31	43	33	32
	2018	47	43	**37**	-	37	-	-	-	-	-	44	*	36	43	36	46
Grade 6 Mathematics	2019	54	44	**45**	-	45	*	-	-	-	-	41	*	41	59	43	40
	2018	56	51	**44**	-	44	-	-	-	-	-	44	*	45	36	43	47
Grade 7 ELA/Reading	2019	77	78	**91**	-	91	-	-	-	-	-	87	*	92	87	91	90
	2018	76	78	**82**	-	82	*	-	*	-	-	87	*	82	83	81	82
Grade 7 Mathematics	2019	62	65	**76**	-	76	-	-	-	-	-	40	*	74	84	75	67
	2018	67	70	**75**	-	75	*	-	*	-	-	67	*	77	65	75	93
Grade 8 ELA/Reading	2019	77	78	**71**	-	71	*	-	*	-	-	71	*	69	80	70	82
	2018	79	79	**78**	*	78	80	-	-	-	-	62	-	78	74	76	86
Grade 8 Mathematics	2019	82	88	**87**	-	88	*	-	*	-	-	75	*	87	89	87	92
	2018	81	89	**90**	*	91	*	-	-	-	-	73	-	91	88	89	100
End of Course English II	2019	69	67	**61**	-	60	-	-	-	-	*	50	-	62	52	61	71
	2018	67	66	**65**	-	65	*	-	-	-	*	45	-	63	75	62	57
End of Course Algebra I	2019	75	79	**79**	*	79	*	-	-	-	-	54	-	81	67	78	91
	2018	72	73	**74**	-	74	*	-	-	-	-	39	-	75	72	73	76
All Grades Both Subjects	2019	69	69	**70**	*	70	38	-	*	-	*	58	55	70	71	69	72
	2018	69	70	**72**	*	72	80	-	*	-	*	65	*	72	71	71	78
All Grades ELA/Reading	2019	68	68	**67**	-	67	14	-	*	-	*	57	50	67	66	66	70
	2018	69	69	**70**	*	70	81	-	*	-	*	66	*	70	70	69	77
All Grades Mathematics	2019	70	70	**74**	*	74	55	-	*	-	-	59	60	73	76	73	75
	2018	70	72	**74**	*	74	79	-	*	-	-	63	*	75	71	74	79

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

\- Indicates there are no students in the group.

Section 1
2020-21 Texas Academic Performance Report (TAPR)

Bilingual Education/English as a Second Language (Page 11-12)

- Includes STAAR performance (disaggregated by various program instructional models) for students identified as current Emergent Bilinguals (EBs) or English Learners (ELs)
  - Reported for 2021 and 2019

STAAR Participation (Page 13)

- Reported for 2021 and 2019

Texas Education Agency

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

RAYMONDVILLE ISD (245903) - WILLACY COUNTY

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

	School Year	State	Region 01	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	**66%**	-	-	-	-	-	-	39%	-	39%	-	52%	68%	40%	78%
	2019	78%	79%	**76%**	63%	63%	-	-	-		44%	17%	46%		45%		51%	
At Meets Grade Level or Above	2021	41%	32%	**32%**	-	-	-	-	-	-	9%	-	9%	-	19%	34%	10%	41%
	2019	50%	50%	**42%**	17%	17%	-	-	-		14%	0%	15%		0%		14%	
At Masters Grade Level	2021	18%	12%	**10%**	-	-	-	-	-	-	3%	-	3%	-	14%	11%	4%	13%
	2019	24%	22%	**16%**	4%	4%	-	-	-		2%	0%	2%		0%		3%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	63%	**70%**	-	-	-	-	-	-	43%	-	43%	-	63%	71%	45%	87%
	2019	75%	74%	**70%**	56%	56%	-	-	-		30%	*	32%		40%		39%	
At Meets Grade Level or Above	2021	45%	38%	**39%**	-	-	-	-	-	-	12%	-	12%	-	13%	41%	12%	50%
	2019	48%	45%	**38%**	6%	6%	-	-	-		8%	*	8%		0%		6%	
At Masters Grade Level	2021	18%	13%	**12%**	-	-	-	-	-	-	3%	-	3%	-	13%	13%	4%	13%
	2019	21%	18%	**14%**	3%	3%	-	-	-		0%	*	0%		0%		1%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	53%	**64%**	-	-	-	-	-	-	44%	-	44%	-	50%	66%	45%	78%
	2019	82%	85%	**83%**	69%	69%	-	-	-		65%	*	64%		57%		66%	
At Meets Grade Level or Above	2021	37%	24%	**28%**	-	-	-	-	-	-	9%	-	9%	-	17%	29%	10%	43%
	2019	52%	55%	**46%**	28%	28%	-	-	-		29%	*	30%		0%		26%	
At Masters Grade Level	2021	18%	9%	**9%**	-	-	-	-	-	-	4%	-	4%	-	17%	9%	5%	15%
	2019	26%	28%	**20%**	6%	6%	-	-	-		9%	*	9%		0%		7%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	50%	**54%**	-	-	-	-	-	-	29%	-	29%	-	*	56%	30%	73%
	2019	68%	73%	**73%**	56%	56%	-	-	-		40%	-	40%		*		50%	
At Meets Grade Level or Above	2021	30%	22%	**22%**	-	-	-	-	-	-	6%	-	6%	-	*	24%	10%	18%
	2019	38%	41%	**38%**	0%	0%	-	-	-		0%	-	0%		*		0%	
At Masters Grade Level	2021	9%	6%	**2%**	-	-	-	-	-	-	6%	-	6%	-	*	2%	5%	0%
	2019	14%	15%	**13%**	0%	0%	-	-	-		0%	-	0%		*		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	63%	**69%**	-	-	-	-	-	-	32%	-	32%	-	*	71%	32%	85%
	2019	81%	83%	**78%**	78%	78%	-	-	-		60%	-	60%		*		65%	
At Meets Grade Level or Above	2021	44%	33%	**29%**	-	-	-	-	-	-	5%	-	5%	-	*	30%	8%	30%
	2019	54%	54%	**46%**	44%	44%	-	-	-		13%	-	13%		*		23%	
At Masters Grade Level	2021	20%	11%	**7%**	-	-	-	-	-	-	0%	-	0%	-	*	8%	4%	5%
	2019	25%	23%	**13%**	11%	11%	-	-	-		0%	-	0%		*		4%	
All Grades Social Studies																		

1 District Ar

Texas Education Agency

2020-21 STAAR Participation (TAPR)

RAYMONDVILLE ISD (245903) - WILLACY COUNTY

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

	State	Region 01	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)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	74%	**71%**	*	71%	78%	-	*	-	-	69%	68%	70%	75%	70%	82%
Included in Accountability	83%	69%	**69%**	*	69%	76%	-	*	-	-	68%	64%	69%	67%	68%	78%
Not Included in Accountability: Mobile	3%	2%	**2%**	*	2%	0%	-	*	-	-	1%	0%	0%	7%	2%	0%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	*	1%	2%	-	*	-	-	1%	5%	0%	1%	1%	4%
Not Tested	12%	26%	**29%**	*	29%	22%	-	*	-	-	31%	32%	30%	25%	30%	18%
Absent	2%	1%	**2%**	*	2%	4%	-	*	-	-	1%	0%	1%	2%	2%	0%
Other	10%	25%	**27%**	*	28%	18%	-	*	-	-	30%	32%	29%	22%	28%	17%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**99%**	100%	99%	100%	-	100%	-	100%	97%	100%	99%	98%	99%	100%
Included in Accountability	94%	95%	**94%**	100%	94%	63%	-	100%	-	100%	92%	100%	98%	77%	94%	92%
Not Included in Accountability: Mobile	4%	3%	**5%**	0%	4%	35%	-	0%	-	0%	4%	0%	1%	19%	4%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	0%	2%	-	0%	-	0%	2%	0%	0%	2%	1%	3%
Not Tested	1%	0%	**1%**	0%	1%	0%	-	0%	-	0%	3%	0%	1%	2%	1%	0%
Absent	1%	0%	**1%**	0%	1%	0%	-	0%	-	0%	3%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Section 1
2020-21 Texas Academic Performance Report (TAPR)

- **Attendance, Graduation, and Dropout Rates – reported for 2019-20 and 2018-19 (the most recent years for which data have been reported to TEA) (Pages 14-16)**
  - Attendance Rate
  - Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
  - 4-year Longitudinal Graduation Rates (State and Federal Rates)
  - 5-year Extended Longitudinal Graduation Rates (State)
  - 6-year Extended Longitudinal Graduation Rates (State)
  - Graduation Plan Rates (Longitudinal and Annual)
- **Graduation Profile – 2019-20 Graduates (Page 17)**

Texas Education Agency

2020-21 Attendance, Graduation, and Dropout Rates (TAPR)

RAYMONDVILLE ISD (245903) - WILLACY COUNTY

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.3%	**96.7%**	*	96.7%	97.0%	*	*	-	*	95.6%	96.6%	97.7%
2018-19	95.4%	95.5%	**93.4%**	*	93.5%	91.5%	-	*	-	*	91.4%	93.1%	95.2%
Chronic Absenteeism													
2019-20	6.7%	6.9%	**12.8%**	*	12.8%	9.7%	*	*	-	*	19.4%	13.1%	6.2%
2018-19	11.4%	12.1%	**19.9%**	*	19.9%	23.1%	-	*	-	40.0%	28.1%	21.5%	15.4%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	**0.3%**	-	0.3%	0.0%	-	*	-	-	2.1%	0.4%	0.0%
2018-19	0.4%	0.2%	**0.0%**	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.9%	**0.8%**	*	0.8%	0.0%	*	*	-	*	2.9%	0.9%	0.0%
2018-19	1.9%	1.4%	**0.5%**	*	0.5%	0.0%	-	-	-	*	1.9%	0.6%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	92.1%	**95.9%**	-	95.8%	*	-	-	-	-	92.3%	95.2%	100.0%
Received TxCHSE	0.4%	0.2%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	3.4%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	5.4%	4.3%	**4.1%**	-	4.2%	*	-	-	-	-	7.7%	4.8%	0.0%
Graduates and TxCHSE	90.7%	92.3%	**95.9%**	-	95.8%	*	-	-	-	-	92.3%	95.2%	100.0%
Graduates, TxCHSE, and Continuers	94.6%	95.7%	**95.9%**	-	95.8%	*	-	-	-	-	92.3%	95.2%	100.0%
Class of 2019													
Graduated	90.0%	90.7%	**91.6%**	-	91.3%	*	-	-	-	*	85.7%	91.5%	83.3%
Received TxCHSE	0.5%	0.2%	**0.6%**	-	0.7%	*	-	-	-	*	0.0%	0.0%	0.0%
Continued HS	3.7%	3.5%	**3.2%**	-	3.3%	*	-	-	-	*	14.3%	3.8%	16.7%
Dropped Out	5.9%	5.6%	**4.5%**	-	4.7%	*	-	-	-	*	0.0%	4.6%	0.0%
Graduates and TxCHSE	90.4%	90.9%	**92.3%**	-	92.0%	*	-	-	-	*	85.7%	91.5%	83.3%
Graduates, TxCHSE, and Continuers	94.1%	94.4%	**95.5%**	-	95.3%	*	-	-	-	*	100.0%	95.4%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	92.7%	**94.2%**	-	94.0%	*	-	-	-	*	100.0%	94.6%	100.0%
Received TxCHSE	0.5%	0.2%	**0.6%**	-	0.7%	*	-	-	-	*	0.0%	0.0%	0.0%
Continued HS	1.3%	1.6%	**0.6%**	-	0.7%	*	-	-	-	*	0.0%	0.8%	0.0%
Dropped Out	6.1%	5.6%	**4.5%**	-	4.7%	*	-	-	-	*	0.0%	4.6%	0.0%
Graduates and TxCHSE	92.6%	92.9%	**94.8%**	-	94.7%	*	-	-	-	*	100.0%	94.6%	100.0%

Texas Education Agency

2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAYMONDVILLE ISD (245903) - WILLACY COUNTY

	State	Region 01	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%	90.7%	**85.6%**	-	85.5%	*	-	-	-	-	83.3%	83.1%	60.0%
Class of 2019	83.5%	89.5%	**79.7%**	-	78.9%	*	-	-	-	*	*	75.7%	60.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.4%	**96.4%**	-	96.4%	*	-	-	-	-	91.7%	95.8%	80.0%
Class of 2019	87.6%	94.0%	**83.3%**	-	82.7%	*	-	-	-	*	*	80.0%	60.0%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	29.9%	*	-	*	-	-	-	-	-	-	*	-
2018-19	32.7%	40.3%	*	-	*	-	-	-	-	-	-	*	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	3.8%	**13.3%**	-	13.4%	*	-	-	-	-	15.4%	14.8%	40.0%
2018-19	4.4%	4.6%	**6.2%**	-	6.3%	*	-	-	-	*	*	7.4%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	89.6%	**82.0%**	-	81.9%	*	-	-	-	-	76.9%	79.7%	60.0%
2018-19	82.1%	88.5%	**75.3%**	-	74.6%	*	-	-	-	*	*	71.3%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	93.0%	**93.5%**	-	93.4%	*	-	-	-	-	92.3%	92.4%	100.0%
2018-19	85.9%	92.4%	**81.0%**	-	80.4%	*	-	-	-	*	*	78.0%	*

Texas Education Agency

2020-21 Graduation Profile (TAPR)

RAYMONDVILLE ISD (245903) - WILLACY COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	153	100.0%	360,220	100.0%
By Ethnicity:				
African American	0	0.0%	44,729	12.4%
Hispanic	152	99.3%	184,060	51.1%
White	1	0.7%	105,215	29.2%
American Indian	0	0.0%	1,226	0.3%
Asian	0	0.0%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	0	0.0%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	3	2.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	7	4.6%	49,535	13.8%
Foundation H.S. Program (Endorsement)	20	13.1%	15,689	4.4%
Foundation H.S. Program (DLA)	123	80.4%	292,532	81.2%
Special Education Graduates	13	8.5%	29,018	8.1%
Economically Disadvantaged Graduates	131	85.6%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	5	3.3%	29,639	8.2%
At-Risk Graduates	61	39.9%	148,836	41.3%

Section 1
2020-21 Texas Academic Performance Report (TAPR)

- **College, Career and Military Readiness (CCMR) (Pages 18-19)**
  - ❑ CCMR Graduates
  - ❑ College Ready Graduates
  - ❑ Career/Military Ready Graduates
- **CCMR-Related Indicators (Page 20- 21)**
  - ❑ TSIA Results
  - ❑ CTE Coherent Sequence
  - ❑ Completed and Received Credit for College Prep Courses
  - ❑ AP/IB Results
  - ❑ SAT/ACT Results
- **Other Postsecondary Indicators (Page 22)**
  - ❑ Advanced Dual-Credit Course Completion
  - ❑ Graduates Enrolled in Texas Institutions of Higher Education (TX IHE)
  - ❑ Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course

The most recent data for these measures are from the 2019-20 school year. Therefore, performance on these measures is reported for the 2019-20 and 2018-19 school years.

Texas Education Agency

2020-21 College, Career, and Military Readiness (CCMR) (TAPR)

RAYMONDVILLE ISD (245903) - WILLACY COUNTY

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	75.9%	**70.6%**	-	70.4%	*	-	-	-	-	100.0%	69.5%	60.0%
2018-19	72.9%	83.4%	**77.2%**	-	76.5%	*	-	-	-	*	83.3%	75.2%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	60.9%	**34.0%**	-	33.6%	*	-	-	-	-	7.7%	29.0%	20.0%
2018-19	53.0%	58.8%	**31.8%**	-	30.6%	*	-	-	-	*	0.0%	25.2%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	60.8%	**43.8%**	-	43.4%	*	-	-	-	-	7.7%	39.7%	0.0%
2018-19	60.7%	61.2%	**41.1%**	-	40.1%	*	-	-	-	*	0.0%	34.6%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	53.0%	**25.5%**	-	25.7%	*	-	-	-	-	7.7%	20.6%	0.0%
2018-19	48.6%	50.8%	**29.1%**	-	27.9%	*	-	-	-	*	0.0%	23.6%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	47.2%	**22.9%**	-	23.0%	*	-	-	-	-	7.7%	18.3%	0.0%
2018-19	44.2%	45.9%	**25.8%**	-	24.5%	*	-	-	-	*	0.0%	19.7%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	23.4%	**5.2%**	-	5.3%	*	-	-	-	-	0.0%	6.1%	20.0%
2018-19	21.1%	24.0%	**2.0%**	-	2.0%	*	-	-	-	*	0.0%	1.6%	*
Associate Degree (Annual Graduates)													
2019-20	2.1%	5.8%	**1.3%**	-	1.3%	*	-	-	-	-	0.0%	0.8%	0.0%
2018-19	1.9%	5.0%	**0.0%**	-	0.0%	*	-	-	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	33.3%	**24.2%**	-	23.7%	*	-	-	-	-	0.0%	19.1%	0.0%
2018-19	23.1%	31.6%	**19.2%**	-	18.4%	*	-	-	-	*	0.0%	13.4%	*
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	2.5%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
2018-19	2.3%	1.8%	**0.0%**	-	0.0%	*	-	-	-	*	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	36.4%	**52.3%**	-	52.0%	*	-	-	-	-	100.0%	53.4%	40.0%
2018-19	40.4%	58.9%	**70.5%**	-	69.7%	*	-	-	-	*	83.3%	69.7%	*
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	30.3%	**45.8%**	-	46.1%	*	-	-	-	-	38.5%	47.3%	40.0%

Texas Education Agency

2020-21 CCMR-Related Indicators (TAPR)

RAYMONDVILLE ISD (245903) - WILLACY COUNTY

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	46.1%	**42.5%**	-	42.1%	*	-	-	-	-	7.7%	38.2%	0.0%
	2018-19	33.4%	49.4%	**38.4%**	-	37.4%	*	-	-	-	*	0.0%	33.1%	*
Mathematics	2019-20	21.2%	38.2%	**25.5%**	-	25.7%	*	-	-	-	-	7.7%	20.6%	0.0%
	2018-19	24.7%	39.9%	**27.2%**	-	25.9%	*	-	-	-	*	0.0%	22.8%	*
Both Subjects	2019-20	16.4%	32.1%	**22.9%**	-	23.0%	*	-	-	-	-	7.7%	18.3%	0.0%
	2018-19	18.8%	33.6%	**23.8%**	-	22.4%	*	-	-	-	*	0.0%	18.9%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	10.5%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
	2018-19	5.1%	7.7%	**1.3%**	-	1.4%	*	-	-	-	*	0.0%	0.8%	*
Mathematics	2019-20	9.7%	12.9%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
	2018-19	7.3%	8.6%	**0.0%**	-	0.0%	*	-	-	-	*	0.0%	0.0%	*
Both Subjects	2019-20	4.2%	7.5%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
	2018-19	2.6%	4.9%	**0.0%**	-	0.0%	*	-	-	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	23.7%	**17.2%**	-	17.6%	0.0%	-	-	-	*	0.0%	13.4%	0.0%
	2019	25.2%	29.7%	**28.8%**	-	28.4%	*	-	-	-	*	0.0%	23.1%	35.7%
English Language Arts	2020	12.7%	13.9%	**12.2%**	-	12.4%	0.0%	-	-	-	*	0.0%	9.2%	0.0%
	2019	14.5%	17.8%	**9.2%**	-	9.0%	*	-	-	-	*	0.0%	8.0%	0.0%
Mathematics	2020	6.4%	5.4%	**2.0%**	-	2.1%	0.0%	-	-	-	*	0.0%	1.5%	0.0%
	2019	7.4%	6.6%	**0.0%**	-	0.0%	*	-	-	-	*	0.0%	0.0%	0.0%
Science	2020	9.4%	8.6%	**14.5%**	-	14.8%	0.0%	-	-	-	*	0.0%	11.1%	0.0%
	2019	10.4%	12.3%	**23.7%**	-	23.2%	*	-	-	-	*	0.0%	19.1%	0.0%
Social Studies	2020	12.4%	15.0%	**9.5%**	-	9.7%	0.0%	-	-	-	*	0.0%	7.3%	0.0%
	2019	13.9%	17.7%	**17.6%**	-	17.0%	*	-	-	-	*	0.0%	12.7%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	44.6%	**9.8%**	-	9.8%	-	-	-	-	-	-	11.4%	-
	2019	51.0%	36.2%	**4.7%**	-	4.9%	*	-	-	-	*	-	6.9%	60.0%
English Language Arts	2020	50.1%	28.5%	**8.3%**	-	8.3%	-	-	-	-	-	-	12.5%	-
	2019	41.2%	14.9%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
Mathematics	2020	56.5%	29.6%	**0.0%**	-	0.0%	-	-	-	-	-	-	*	-
	2019	52.2%	24.8%	**-**	-	-	-	-	-	-	-	-	-	-
Science	2020	47.6%	22.6%	**2.3%**	-	2.3%	-	-	-	-	-	-	0.0%	-
	2019	40.6%	14.1%	**0.0%**	-	0.0%	*	-	-	-	*	-	0.0%	-

Texas Education Agency

2020-21 Other Postsecondary Indicators (TAPR)

RAYMONDVILLE ISD (245903) - WILLACY COUNTY

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	57.4%	**49.0%**	*	49.6%	11.1%	-	*	-	*	61.3%	48.0%	67.9%
	2018-19	44.6%	55.0%	**41.9%**	*	41.8%	55.6%	-	-	-	*	37.0%	40.4%	53.3%
English Language Arts	2019-20	18.2%	25.2%	**23.4%**	*	23.7%	0.0%	-	*	-	-	32.2%	23.7%	55.6%
	2018-19	17.8%	25.0%	**11.0%**	*	11.2%	0.0%	-	-	-	*	15.6%	12.0%	37.9%
Mathematics	2019-20	20.7%	26.8%	**18.0%**	*	18.3%	11.1%	-	*	-	*	29.3%	17.3%	8.0%
	2018-19	20.4%	25.3%	**10.6%**	*	10.6%	14.3%	-	-	-	*	18.9%	9.5%	18.5%
Science	2019-20	22.4%	25.7%	**12.3%**	*	12.4%	0.0%	-	*	-	*	8.5%	12.5%	7.4%
	2018-19	21.7%	25.8%	**22.3%**	*	22.1%	33.3%	-	-	-	*	4.5%	20.1%	3.7%
Social Studies	2019-20	24.6%	31.3%	**13.5%**	*	13.8%	0.0%	-	*	-	-	0.0%	11.3%	0.0%
	2018-19	23.6%	30.0%	**13.1%**	*	12.6%	33.3%	-	-	-	*	0.0%	9.6%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	78.9%	**86.9%**	-	86.8%	*	-	-	-	-	84.6%	85.5%	80.0%
	2018-19	59.0%	77.6%	**80.8%**	-	80.3%	*	-	-	-	*	100.0%	77.2%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	57.6%	**43.0%**	-	41.5%	*	-	-	-	*	16.7%	36.2%	20.0%
	2017-18	53.4%	57.3%	**39.1%**	-	39.4%	-	-	-	-	*	0.0%	36.7%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	44.6%	**18.8%**	-	16.7%	*	-	-	-	-	-	5.0%	-
	2017-18	60.7%	60.2%	**81.6%**	-	81.6%	-	-	-	-	-	-	79.5%	-

Section 1
2020-21 Texas Academic Performance Report (TAPR)

Student Information (Pages 23-25)

- Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, and class size information)

Staff Information (Pages 26-27)

- Staff information (including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)

Program Information (Page 28)

- Student Enrollment by Program
- Teachers by Program (population served)

Texas Education Agency

2020-21 Student Information (TAPR)

RAYMONDVILLE ISD (245903) - WILLACY COUNTY

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	2,079	100.0%	5,359,040	100.0%	2,080	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	13,855	0.3%	1	0.0%	20,991	0.4%
Pre-Kindergarten	178	8.6%	196,560	3.7%	178	8.6%	197,093	3.7%
Kindergarten	129	6.2%	360,865	6.7%	129	6.2%	361,349	6.7%
Grade 1	147	7.1%	380,973	7.1%	147	7.1%	381,403	7.1%
Grade 2	145	7.0%	379,725	7.1%	145	7.0%	380,122	7.1%
Grade 3	137	6.6%	380,802	7.1%	137	6.6%	381,135	7.1%
Grade 4	161	7.7%	385,090	7.2%	161	7.7%	385,364	7.2%
Grade 5	142	6.8%	395,436	7.4%	142	6.8%	395,649	7.4%
Grade 6	150	7.2%	414,197	7.7%	150	7.2%	414,357	7.7%
Grade 7	140	6.7%	421,222	7.9%	140	6.7%	421,347	7.8%
Grade 8	162	7.8%	422,386	7.9%	162	7.8%	422,505	7.9%
Grade 9	147	7.1%	436,396	8.1%	147	7.1%	436,523	8.1%
Grade 10	151	7.3%	420,502	7.8%	151	7.3%	420,705	7.8%
Grade 11	139	6.7%	388,143	7.2%	139	6.7%	388,443	7.2%
Grade 12	151	7.3%	362,888	6.8%	151	7.3%	364,600	6.8%
Ethnic Distribution:								
African American	3	0.1%	680,285	12.7%	3	0.1%	681,401	12.7%
Hispanic	2,036	97.9%	2,835,771	52.9%	2,037	97.9%	2,840,982	52.9%
White	35	1.7%	1,418,789	26.5%	35	1.7%	1,424,251	26.5%
American Indian	0	0.0%	18,712	0.3%	0	0.0%	18,755	0.3%
Asian	2	0.1%	253,856	4.7%	2	0.1%	254,163	4.7%
Pacific Islander	0	0.0%	8,259	0.2%	0	0.0%	8,271	0.2%
Two or More Races	3	0.1%	143,368	2.7%	3	0.1%	143,763	2.7%
Sex:								
Female	989	47.6%	2,620,239	48.9%	989	47.5%	2,624,722	48.9%
Male	1,090	52.4%	2,738,801	51.1%	1,091	52.5%	2,746,864	51.1%
Economically Disadvantaged	1,854	89.2%	3,229,178	60.3%	1,854	89.1%	3,233,417	60.2%
Non-Educationally Disadvantaged	225	10.8%	2,129,862	39.7%	226	10.9%	2,138,169	39.8%
Section 504 Students	78	3.8%	387,490	7.2%	78	3.8%	387,622	7.2%
EB Students/EL	154	7.4%	1,108,207	20.7%	154	7.4%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	35	1.5%	66,833	1.2%				
Students w/ Dyslexia	30	1.4%	241,070	4.5%	30	1.4%	241,197	4.5%
Foster Care	15	0.7%	17,033	0.3%	15	0.7%	17,090	0.3%

Texas Education Agency

2020-21 Staff Information (TAPR)

RAYMONDVILLE ISD (245903) - WILLACY COUNTY

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	343.5	100.0%	745,316.3	100.0%
Professional Staff:	187.5	54.6%	479,219.1	64.3%
Teachers	152.5	44.4%	369,395.4	49.6%
Professional Support	21.7	6.3%	78,787.8	10.6%
Campus Administration (School Leadership)	9.0	2.6%	22,378.5	3.0%
Central Administration	4.2	1.2%	8,657.4	1.2%
Educational Aides:	51.1	14.9%	79,348.7	10.6%
Auxiliary Staff:	104.9	30.5%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	5.0	n/a	13,211.0	n/a
Part-time Counselors	5.0	n/a	1,126.0	n/a
Total Minority Staff:	317.6	92.4%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	41,186.3	11.1%
Hispanic	134.5	88.2%	104,985.0	28.4%
White	18.0	11.8%	210,367.3	56.9%
American Indian	0.0	0.0%	1,261.0	0.3%
Asian	0.0	0.0%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	0.0	0.0%	4,320.9	1.2%
Teachers by Sex:				
Males	48.7	32.0%	88,006.1	23.8%
Females	103.8	68.0%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	1.3%	4,422.7	1.2%
Bachelors	122.1	80.0%	269,818.0	73.0%
Masters	28.5	18.7%	92,432.5	25.0%
Doctorate	0.0	0.0%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	1.3%	24,880.4	6.7%
1-5 Years Experience	48.0	31.5%	102,753.7	27.8%
6-10 Years Experience	22.0	14.4%	74,854.8	20.3%
11-20 Years Experience	42.7	28.0%	107,653.1	29.1%

Texas Education Agency

2020-21 Staff Information (TAPR)

RAYMONDVILLE ISD (245903) - WILLACY COUNTY

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	19.4	12.7%	22,870.6	6.2%
Career and Technical Education	10.0	6.6%	18,987.7	5.1%
Compensatory Education	0.0	0.0%	10,226.9	2.8%
Gifted and Talented Education	3.8	2.5%	6,558.4	1.8%
Regular Education	101.7	66.6%	262,447.1	71.0%
Special Education	17.7	11.6%	34,862.5	9.4%
Other	0.0	0.0%	13,442.2	3.6%

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

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

Section 2

PEIMS Financial Standard Reports (2019-20 Financial Actual Reports)

2019-20 Actual Financial Data (District)

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2019-20 Actual Financial Data (Campus)

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

2019-20 is the most recent year for which these data are available.

http://tea.texas.gov/financialstandardreports/

2019 - 2020 Actual Financial Data
Totals for RAYMONDVILLE ISD (245903)
Total Enrolled Membership: 2,138

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$3,643,217	15.16%	$1,704	$3,643,217	12.77%	$1,704	$25,533,913,274	43.11%	$4,660
State Operating Funds	$16,667,147	69.35%	$7,796	$17,501,590	61.33%	$8,186	$24,198,968,656	40.86%	$4,417
Federal Funds	$2,687,385	11.18%	$1,257	$6,358,550	22.28%	$2,974	$7,015,215,596	11.84%	$1,280
Other Local	$1,034,299	4.30%	$484	$1,034,299	3.62%	$484	$2,483,070,133	4.19%	$453
Total Operating Revenue	$24,032,048	100.00%	$11,240	$28,537,656	100.00%	$13,348	$59,231,167,659	100.00%	$10,811
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$529,393	28.53%	$248	$7,988,017,723	85.75%	$1,458
State Assistance for Debt Service	$0	0.00%	$0	$1,272,414	68.58%	$595	$417,799,545	4.49%	$76
Other Receipts (excluding debt service financing)	$53,548	100.00%	$25	$53,548	2.89%	$25	$909,418,245	9.76%	$166
Total Other Revenue	$53,548	100.00%	$25	$1,855,355	100.00%	$868	$9,315,235,513	100.00%	$1,700
Subtotal: Operating and Other Revenue	$24,085,596	100.00%	$11,265	$30,393,011	100.00%	$14,216	$68,546,403,172	100.00%	$12,511
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$2,610,589,103	100.00%	$476
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,610,589,103	100.00%	$476
Subtotal: Operating, Other and Recaptured Revenue	$24,085,596	100.00%	$11,265	$30,393,011	100.00%	$14,216	$71,156,992,275	100.00%	$12,988
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0	$6,707,981,130	72.89%	$1,224
Estimated State TRS Contributions	$1,174,157	100.00%	$549	$1,214,587	100.00%	$568	$2,495,227,887	27.11%	$455
Subtotal: Debt Service Financing and TRS Estimate Revenue	$1,174,157	100.00%	$549	$1,214,587	100.00%	$568	$9,203,209,017	100.00%	$1,680
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$25,259,753	100.00%	$11,815	$31,607,598	100.00%	$14,784	$77,749,612,189	100.00%	$14,191
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$17,850,037	74.40%	$8,349	$21,376,950	74.80%	$9,999	$45,632,220,765	80.04%	$8,329
Professional & Contracted Services (Object 62xx)	$2,410,174	10.05%	$1,127	$2,829,545	9.90%	$1,323	$5,127,350,907	8.99%	$936

Raymondville ISD 2019-20 Actual Financial Data

Raymondville ISD	*http://tea.texas.gov/financialstandardreports/*
Raymondville High School	SAS Output (texas.gov)
Raymondville Options Academic Academy	SAS Output (texas.gov)
Myra Green Middle School	SAS Output (texas.gov)
LC Smith Elementary	SAS Output (texas.gov)
Pittman Elementary	SAS Output (texas.gov)

Section 3
2020-21 District Accreditation Status

- Generally, each year TEA assigns one of four accreditation statuses to each district in the state:
  1. *Accredited*
  2. *Accredited-Warned*
  3. *Accredited-Probation*
  4. *Not Accredited-Revoked*
- In assigning an accreditation status to a district, TEA considers
  - ❑ Academic accountability ratings
  - ❑ Financial accountability ratings
  - ❑ Data integrity
  - ❑ Program-area deficiencies identified through Results Driven Accountability (RDA)
- **Because student performance is a key indicator in the state accreditation system, TEA has suspended the assignment of accreditation statuses until the 2021-22 school year**
- **Therefore, no district was assigned an accreditation status for 2020-21**

http://tea.texas.gov/accredstatus/

Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	**March 4, 2021**
SUBJECT:	**2020-2021 Assignment of Accreditation Statuses**
CATEGORY:	**Accreditation**
NEXT STEPS:	**Share with appropriate staff**

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed at the *Texas Administrative Code* link available at http://ritter.tea.state.tx.us/rules/tac/index.html, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the *Accreditation Status* homepage of the Texas Education Agency (TEA or agency) website at http://tea.texas.gov/accredstatus/.

On March 13, 2020, Governor Abbott issued a proclamation certifying that COVID-19 posed an imminent threat of disaster in the state and declaring a state of disaster for all counties in Texas. Subsequently, on March 16, 2020, the Governor waived the State of Texas Assessment of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year and ordered all schools temporarily closed on March 19, 2020. As a result, TEA labeled all districts and campuses *Not Rated: Declared State of Disaster* for the 2019-2020 school year. Because student performance is a key indicator in the state accreditation system, the TEA will suspend the assignment of accreditation statuses until the 2021-2022 school year under the authority of amended 19 TAC §97.1055. The amended rule, which became effective on February 24, 2020, may be viewed at http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097ee.html#97.1055. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018-2019 school year and the 2020-2021 school year are consecutive. 19 TAC §97.1055(a)(9) (effective February 24, 2021). In addition, the accreditation statuses issued for the 2019-2020 school year and for the 2021-2022 school year are consecutive. 19 TAC §97.1055(a)(11) (effective February 24, 2021).

Districts, including charter schools, that would have been assigned a status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked for the 2020-2021 school year due to the ratings assigned to the district in the state's financial accountability system will receive separate correspondence from the TEA detailing required next steps.

We appreciate the ongoing support of districts during the COVID-19 public health crisis. If you have questions, please contact the Division of Accreditation and Enforcement at (512) 463-5899 or via e-mail at accred@tea.texas.gov.

Sincerely,

Jeff Cottrill
Deputy Commissioner of Governance & Accountability

Section 4
Campus Performance Objectives

- Campus Improvement Plans (CIP)
  - Each campus has developed and is implementing a CIP, as required by TEC §11.253
  - Each CIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
  - Each campus **periodically measures progress** toward its performance objectives
  - Updated CIPs for the 2020-21 school year (which show each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus.

https://www.raymondvilleisd.org/

Section 5
Report on Violent or Criminal Incidents

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus
- The report must include
  - Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)
  - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
  - Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act
- The district's report for the 2020-21 school year is available for review at the district's central office and at each campus in the district

RISD_2020-21_Reporting_Violent_Incidents.xlsx

Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2020-21 School Year (To the Extent Permitted under FERPA)

Reason Code	Description	RECHS	ROAA	MGMS	LC Smith	Pittman	Campus Name	Campus Name	Campus Name
		245903001	245903004	245903041	245903105	245903102	Campus Number	Campus Number	Campus Number
11	Used, exhibited, possessed firearm								
12	Used, exhibited possessed illegal knife								
13	Used, exhibited, possessed illegal club								
14	Used, exhibited, possessed prohibited weapon								
16	Arson								
17	Murder, capital murder, criminal attempt to commit murder/capital murder								
18	Indecency with a child								
19	Aggravated kidnapping								
29	Aggravated assault against school district employee/volunteer								
30	Aggravated assault against non-employee/volunteer								
31	Sexual assault/aggravated sexual assault against school district employee/volunteer								
32	Sexual assault/aggravated sexual assault against non-employee/volunteer								
36	Felony controlled substance violation								
37	Felony alcohol violation								
46	Aggravated robbery								
47	Manslaughter								
48	Criminally negligent homicide								
49	Engages in deadly conduct								
57	Continuous Sexual Abuse of Young Child or Children								
	Total Incidents	0	0	0	0	0	0	0	0
	Student Enrollment (Fall 2020 PEIMS Snapshot)	549	40	451	442	597			
	Incident Rate	0.0%	0.0%	0.0%	0.0%	0.0%			

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

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

Raymondville ISD
School Violence Prevention and Violence Intervention Policies and Procedures

- Policies: CK (Legal and Local)
- RISD continues building on improving discipline management through the implementation of Positive Behavior Interventions and Supports (PBIS). Restorative discipline is being implemented at Myra Green Middle School.
- Character Strong will be implemented at all district campuses.
- The district police department ensures that student and staff safety is a priority and are visible at all campuses throughout the school day.
- The Police Chief and 5 police officers are available to the district campuses.
- Guidance and counseling services focus on bullying, conflict resolution, dating resolution, gang awareness, and drug/alcohol awareness.
- Raymondville High School houses the Health Coordinator(RN) and each campus has a nurse on staff to address health issues of students.

Section 6
Student Performance in Postsecondary Institutions

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**
- These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- The most current report is for **2018-19 High School Graduates**
  - Student performance is measured by the Grade Point Average (GPA) earned by 2018-19 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2019
  - For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2019**, **Spring 2020**, and **Summer 2020** are added together and averaged to determine the GPA.

THECB_HSGradsGPA2019.pdf

Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2019, spring 2020, and summer 2020 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2020 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	RAYMONDVILLE ISD								
	245903001	RAYMONDVILLE H S							
		Four-Year Public University	29	7	4	4	6	8	0
		Two-Year Public Colleges	35	13	6	4	4	6	2
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	54						
		Total High School Graduates	118						
	245903004	RAYMONDVILLE OPTIONS ACADEMIC ACAD							
		Four-Year Public University	0						
		Two-Year Public Colleges	1						
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	31						
		Total High School Graduates	33						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Section 7

Progress of the District and Each Campus Toward Meeting Board-adopted HB 3 Goals

- TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals set in the district's:
  - ❑ early childhood literacy and mathematics proficiency plans adopted under TEC §11.185; and
  - ❑ CCMR plans adopted under TEC §11.186
- The progress made by the district and each campus is summarized in the HB 3 Progress Report provided to the Board.

Raymondville ISD Board Goals

Early Childhood Literacy Board Outcome Goal: The percent of 3rd grade students that score meets grade level or above on the 2019 STAAR Reading will increase from 43% to 60% by June 2024.

	ALL	Hispanic	Eco. Dis.	Special Ed (Current)	EL (Current & Monitored)	Cont. Enrolled	Non-Cont. Enrolled
Baseline	43%	43%	40%	36%	13%	42%	56%
2020	46%	46%	43%	39%	16%	45%	59%
2021	49%	49%	46%	42%	19%	48%	62%
2022	52%	52%	49%	45%	22%	51%	65%
2023	56%	56%	53%	49%	26%	55%	69%
2024	60%	60%	57%	53%	30%	59%	73%

Raymondville ISD Early Childhood Literacy Progress Measures:

- The percent of **Pre K-4** students that score "on track" for Phonological Awareness on the CIRCLE PM Literacy Diagnostic will increase from **45% to 57%** by June 2024.
- The percent of **Kindergarten** students that score "on track" for Letter Sounds, Blending, and Decoding on TX-KEA will increase from **18% to 29%** by June 2024.
- The percent of **1st grade** students that score "developed" for Fluency and Reading Comprehension on TPRI will increase from **23% to 34%** by June 2024.
- The percent of **2nd grade** students that score "developed" for Fluency and Reading Comprehension on TPRI Reading will increase from **34% to 45%** by June 2024.

Early Childhood Math Board Outcome Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 60% by June 2024.

	ALL	Hispanic	Eco. Dis.	Special Ed (Current)	EL (Current & Monitored)	Cont. Enrolled	Non-Cont. Enrolled
Baseline	42%	41%	41%	36%	20%	41%	47%
2020	45%	44%	44%	39%	23%	44%	50%
2021	48%	47%	47%	42%	26%	47%	53%
2022	51%	50%	50%	45%	29%	50%	56%
2023	55%	54%	54%	49%	33%	54%	60%
2024	60%	59%	59%	54%	38%	59%	65%

Raymondville ISD Early Childhood Math Progress Measures:

- The percent of **Pre K-4** students that score "on track" on the CIRCLE PM Math will increase from **72% to 84%** by June 2024.
- The percent of **Kindergarten** students that score "on track" on the TX-KEA Math will increase from **42% to 54%** by June 2024.
- The percent of **1st grade** students that score "70% or higher" on a District Alternate Math Assessment will increase from **71% to 83%** by June 2024.
- The percent of **2nd grade** students that score "70% or higher" on a District Alternate Math Assessment will increase from **33% to 45%** by June 2024.

CCMR Board Outcome Goal: The percentage of annual graduates that meet the criteria for CCMR will increase from 65% to 75% by June 2024.

	ALL	Hispanic	Eco. Dis.
Baseline	65%	65%	63%
2020	67%	67%	65%
2021	69%	69%	67%
2022	71%	71%	69%
2023	73%	73%	71%
2024	75%	75%	73%

Raymondville ISD CCMR Progress Measures:

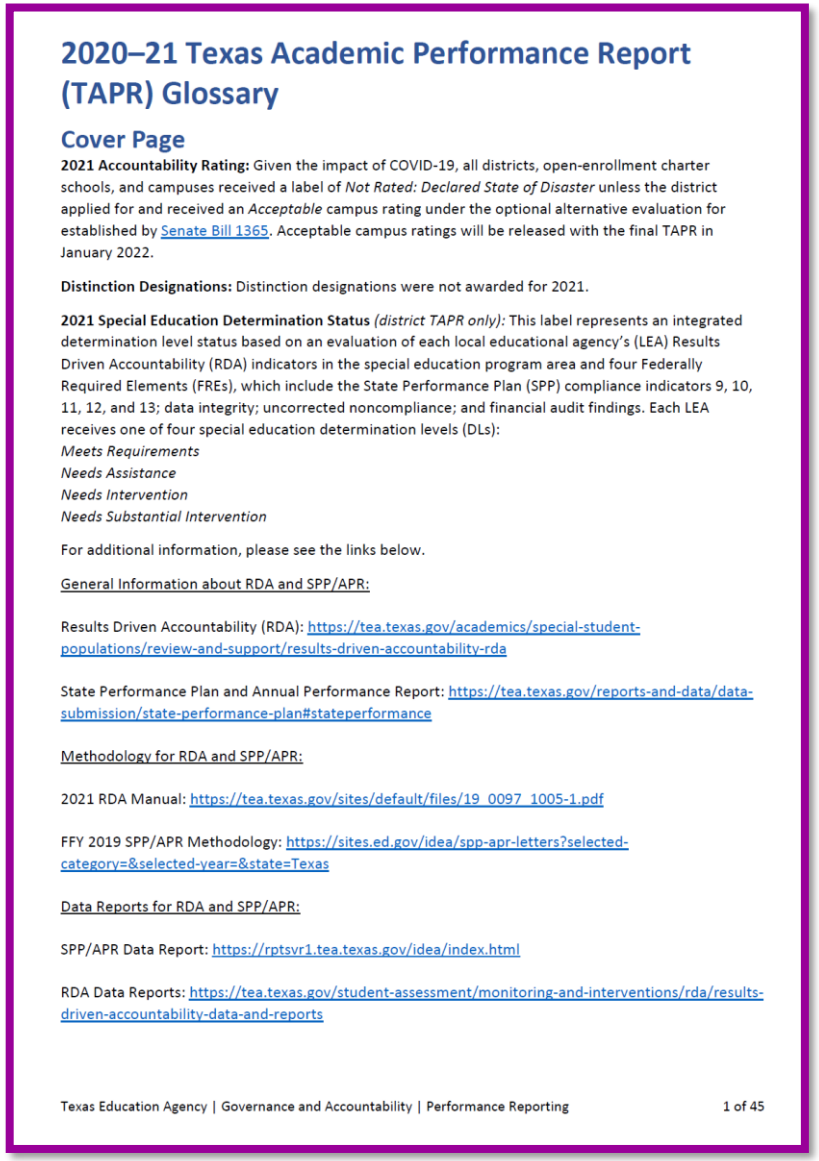
- The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready, as measured by the percent who meet the **TSI Criteria for both subjects**, will increase from **37% to 42%** by August 2024.
- The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready, as measured by the percent who enroll at a **postsecondary educational institution immediately following high** school, will increase from ~~**38**~~**% 40% to** ~~**48**~~**% 45%** by August 2024.
- The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready, as measured by the percent who earn **an Industry-Based Certificate**, will increase from **18% to 48%** by August 2024.

Revised 2_10_22

..\Section 7 Progress Toward Board-Adopted HB3 Goals\HB3 MOY Progress Monitoring Report.pdf

Section 8
TAPR Glossary

- Each year, TEA prepares and publishes a *TAPR Glossary*
- The *TAPR Glossary* provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A Spanish version of the *TAPR Glossary* is scheduled for release in late winter



2020–21 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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

Distinction Designations: Distinction designations were not awarded for 2021.

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

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

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

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

Data Reports for RDA and SPP/APR:

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

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

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Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also be available at the district's central office and on each campus in the district
- For questions or more information, contact:

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