Raul Yzaguirre Schools for Success

Annual Performance Report 2020-2021

David Corpus
Chair, Tejano Center for Community Concerns
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Superintendent of Schools

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District Summary

2020-2021 Composition:

- Enrollment: 1,335 students
- Hispanic—99.6%; Economically Disadvantaged—95.0%; Emergent Bilingual—65.2%; Students with Disabilities—7.0%

2019 Accountability Rating

- District: A

2021 Accountability Rating

- Not Rated: Declared State of Disaster

2021 Special Education Determination Status

- Meets Requirements

2020-2021 Charter FIRST Rating

- B: Above Standard, 86

2020–2021 Accreditation Status

- Due to Covid 19 and the suspension of 2020 STAAR testing, TEA will suspend the assignment of accreditation statuses until the 2021-2022 school year under the authority of amended 19 TAC §97.1055.

Campus Summaries

2019 Accountability Rating

- Brownsville Raul Yzaguirre STEM: A
  - Distinctions: ELA/Reading, Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps
- Elite STEM Primary Academy: B
- Houston STEM and Early College Middle School: B
  - Campus identified for Targeted Support and Improvement for 2019-2020. The identification was removed for 2020-2021.
- Houston T-STEM and Early College High School: B
  - Campus identified for Additional Targeted Support and Improvement for 2019-2020. The identification remains for 2020-2021 and 2021-2022.

All campuses received both a 2020 and 2021 Rating of Not Rated: Declared State of Disaster

TEC Section 11.253 requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. This information is available on the district's website: https://www.tejanocenter.org/Page/1241 for 2021-2022.

District 2020-2021 Texas Academic Performance Report (TAPR)

2020-21 Texas Academic Performance Report (TAPR)

District Name: RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

District Number: 101806

2021 Accountability Rating: Not Rated: Declared State of Disaster

This district is a Charter District.

2021 Special Education Determination Status:

Meets Requirements

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

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	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%	68%	**42%**	-	43%	*	-	-	-	-	27%	-	46%	27%	43%	44%
	2019	76%	76%	**70%**	-	70%	-	-	-	-	-	*	*	70%	71%	71%	71%
At Meets Grade Level or Above	2021	39%	39%	**14%**	-	14%	*	-	-	-	-	18%	-	14%	13%	14%	15%
	2019	45%	46%	**38%**	-	38%	-	-	-	-	-	*	*	36%	41%	40%	37%
At Masters Grade Level	2021	19%	20%	**6%**	-	6%	*	-	-	-	-	18%	-	4%	13%	6%	6%
	2019	27%	28%	**24%**	-	24%	-	-	-	-	-	*	*	26%	21%	24%	24%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	62%	**31%**	-	32%	*	-	-	-	-	27%	-	30%	40%	32%	34%
	2019	79%	79%	**87%**	-	87%	-	-	-	-	-	*	*	86%	88%	88%	89%
At Meets Grade Level or Above	2021	31%	31%	**7%**	-	7%	*	-	-	-	-	18%	-	6%	13%	7%	8%
	2019	49%	49%	**59%**	-	59%	-	-	-	-	-	*	*	61%	56%	62%	61%
At Masters Grade Level	2021	14%	15%	**3%**	-	4%	*	-	-	-	-	18%	-	1%	13%	4%	4%
	2019	25%	25%	**31%**	-	31%	-	-	-	-	-	*	*	36%	21%	34%	30%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	63%	**43%**	-	43%	-	-	-	-	-	20%	*	43%	43%	42%	40%
	2019	75%	75%	**71%**	-	71%	-	-	-	-	-	100%	-	73%	68%	74%	70%
At Meets Grade Level or Above	2021	36%	37%	**14%**	-	14%	-	-	-	-	-	0%	*	11%	20%	13%	13%
	2019	44%	45%	**45%**	-	45%	-	-	-	-	-	60%	-	48%	40%	46%	43%
At Masters Grade Level	2021	17%	18%	**8%**	-	8%	-	-	-	-	-	0%	*	4%	14%	7%	6%
	2019	22%	23%	**13%**	-	13%	-	-	-	-	-	20%	-	15%	10%	15%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	60%	**38%**	-	38%	-	-	-	-	-	60%	*	36%	40%	37%	35%
	2019	75%	76%	**75%**	-	75%	-	-	-	-	-	100%	-	75%	75%	79%	75%
At Meets Grade Level or Above	2021	36%	37%	**13%**	-	13%	-	-	-	-	-	40%	*	13%	14%	13%	14%
	2019	48%	49%	**46%**	-	46%	-	-	-	-	-	80%	-	44%	48%	46%	43%
At Masters Grade Level	2021	21%	22%	**2%**	-	2%	-	-	-	-	-	20%	*	4%	0%	2%	3%
	2019	28%	30%	**28%**	-	28%	-	-	-	-	-	0%	-	27%	30%	30%	25%
Grade 4 Writing																	

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

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	54%	**31%**	-	31%	-	-	-	-	-	*	*	31%	31%	30%	28%
	2019	67%	67%	**67%**	-	67%	-	-	-	-	-	100%	-	71%	63%	71%	66%
At Meets Grade Level or Above	2021	27%	28%	**7%**	-	7%	-	-	-	-	-	*	*	6%	9%	7%	6%
	2019	35%	35%	**26%**	-	26%	-	-	-	-	-	40%	-	31%	20%	28%	24%
At Masters Grade Level	2021	8%	9%	**1%**	-	1%	-	-	-	-	-	*	*	2%	0%	1%	0%
	2019	11%	11%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	73%	**56%**	-	57%	*	-	-	-	-	*	-	63%	44%	57%	57%
	2019	86%	86%	**87%**	-	87%	-	-	-	-	-	100%	-	86%	89%	88%	84%
At Meets Grade Level or Above	2021	46%	47%	**29%**	-	30%	*	-	-	-	-	*	-	35%	19%	29%	31%
	2019	54%	54%	**45%**	-	45%	-	-	-	-	-	40%	-	44%	47%	47%	40%
At Masters Grade Level	2021	30%	31%	**15%**	-	15%	*	-	-	-	-	*	-	18%	9%	15%	16%
	2019	29%	30%	**17%**	-	17%	-	-	-	-	-	20%	-	19%	13%	17%	15%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	70%	**60%**	-	60%	*	-	-	-	-	*	-	67%	47%	60%	61%
	2019	90%	89%	**94%**	-	94%	-	-	-	-	-	100%	-	93%	96%	94%	94%
At Meets Grade Level or Above	2021	44%	45%	**24%**	-	25%	*	-	-	-	-	*	-	26%	22%	24%	26%
	2019	58%	59%	**70%**	-	70%	-	-	-	-	-	80%	-	69%	73%	70%	68%
At Masters Grade Level	2021	25%	26%	**9%**	-	9%	*	-	-	-	-	*	-	10%	6%	8%	9%
	2019	36%	38%	**45%**	-	45%	-	-	-	-	-	40%	-	47%	42%	45%	45%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	62%	**40%**	-	40%	*	-	-	-	-	*	-	47%	26%	40%	39%
	2019	75%	75%	**86%**	-	86%	-	-	-	-	-	80%	-	86%	87%	88%	83%
At Meets Grade Level or Above	2021	31%	32%	**13%**	-	13%	*	-	-	-	-	*	-	16%	6%	13%	12%
	2019	49%	50%	**58%**	-	58%	-	-	-	-	-	60%	-	61%	53%	59%	54%
At Masters Grade Level	2021	13%	14%	**2%**	-	2%	*	-	-	-	-	*	-	2%	3%	2%	3%
	2019	24%	25%	**27%**	-	27%	-	-	-	-	-	40%	-	31%	20%	27%	24%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	64%	**49%**	-	49%	-	-	-	-	-	8%	*	51%	47%	50%	47%
	2019	68%	69%	**62%**	-	61%	*	-	-	-	-	33%	*	70%	54%	62%	58%

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

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	32%	34%	**17%**	-	17%	-	-	-	-	-	8%	*	19%	14%	16%	16%
	2019	37%	38%	**24%**	-	23%	*	-	-	-	-	33%	*	27%	22%	24%	19%
At Masters Grade Level	2021	15%	16%	**2%**	-	2%	-	-	-	-	-	0%	*	2%	2%	2%	2%
	2019	18%	19%	**13%**	-	13%	*	-	-	-	-	33%	*	16%	11%	13%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	68%	**44%**	-	44%	-	-	-	-	-	17%	*	47%	42%	45%	44%
	2019	81%	81%	**80%**	-	80%	*	-	-	-	-	83%	*	81%	78%	80%	78%
At Meets Grade Level or Above	2021	36%	37%	**13%**	-	13%	-	-	-	-	-	8%	*	14%	12%	13%	11%
	2019	47%	48%	**40%**	-	39%	*	-	-	-	-	50%	*	45%	35%	40%	36%
At Masters Grade Level	2021	15%	17%	**4%**	-	4%	-	-	-	-	-	0%	*	5%	3%	4%	5%
	2019	21%	22%	**13%**	-	13%	*	-	-	-	-	17%	*	19%	8%	13%	12%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	71%	**71%**	-	71%	-	-	-	-	-	33%	*	72%	71%	70%	72%
	2019	76%	77%	**86%**	-	86%	-	-	-	-	-	29%	*	90%	82%	86%	86%
At Meets Grade Level or Above	2021	45%	47%	**45%**	-	45%	-	-	-	-	-	33%	*	45%	45%	43%	43%
	2019	49%	51%	**50%**	-	50%	-	-	-	-	-	29%	*	62%	38%	50%	49%
At Masters Grade Level	2021	25%	27%	**25%**	-	25%	-	-	-	-	-	33%	*	27%	24%	25%	21%
	2019	29%	31%	**26%**	-	26%	-	-	-	-	-	14%	*	27%	26%	27%	23%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	57%	**56%**	-	56%	-	-	-	-	-	67%	*	56%	55%	55%	58%
	2019	75%	77%	**87%**	-	87%	-	-	-	-	-	29%	*	90%	85%	87%	88%
At Meets Grade Level or Above	2021	27%	29%	**24%**	-	24%	-	-	-	-	-	33%	*	31%	17%	23%	25%
	2019	43%	46%	**63%**	-	63%	-	-	-	-	-	14%	*	67%	60%	63%	64%
At Masters Grade Level	2021	12%	13%	**5%**	-	5%	-	-	-	-	-	17%	*	6%	5%	6%	7%
	2019	17%	18%	**26%**	-	26%	-	-	-	-	-	14%	*	27%	25%	26%	29%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	63%	**67%**	-	67%	-	-	-	-	-	33%	*	66%	69%	66%	65%
	2019	70%	72%	**86%**	-	86%	-	-	-	-	-	43%	*	93%	78%	86%	86%
At Meets Grade Level or Above	2021	33%	34%	**29%**	-	29%	-	-	-	-	-	33%	*	33%	26%	28%	27%
	2019	42%	43%	**42%**	-	42%	-	-	-	-	-	14%	*	38%	46%	43%	43%

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

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	10%	10%	**4%**	-	4%	-	-	-	-	-	17%	*	5%	3%	4%	5%
	2019	18%	19%	**10%**	-	10%	-	-	-	-	-	14%	*	7%	14%	10%	8%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	74%	**73%**	-	73%	-	-	-	-	-	44%	-	78%	68%	73%	71%
	2019	86%	86%	**80%**	-	81%	*	*	-	-	-	38%	*	80%	80%	79%	74%
At Meets Grade Level or Above	2021	46%	48%	**34%**	-	34%	-	-	-	-	-	22%	-	39%	29%	33%	28%
	2019	55%	56%	**41%**	-	41%	*	*	-	-	-	23%	*	45%	38%	39%	29%
At Masters Grade Level	2021	21%	22%	**14%**	-	14%	-	-	-	-	-	11%	-	15%	13%	14%	9%
	2019	28%	30%	**16%**	-	17%	*	*	-	-	-	23%	*	20%	13%	15%	10%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	62%	**25%**	-	25%	-	-	-	-	-	14%	-	26%	24%	26%	22%
	2019	88%	88%	**85%**	-	85%	*	*	-	-	-	58%	*	84%	86%	84%	82%
At Meets Grade Level or Above	2021	36%	37%	**3%**	-	3%	-	-	-	-	-	14%	-	7%	0%	3%	2%
	2019	57%	58%	**35%**	-	35%	*	*	-	-	-	33%	*	36%	33%	31%	30%
At Masters Grade Level	2021	11%	11%	**2%**	-	2%	-	-	-	-	-	14%	-	4%	0%	2%	0%
	2019	17%	18%	**6%**	-	6%	*	*	-	-	-	25%	*	4%	8%	5%	6%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	68%	**41%**	-	41%	-	-	-	-	-	33%	-	37%	46%	42%	38%
	2019	81%	81%	**67%**	-	69%	*	*	-	-	-	38%	*	72%	63%	66%	59%
At Meets Grade Level or Above	2021	43%	45%	**8%**	-	8%	-	-	-	-	-	11%	-	11%	4%	8%	6%
	2019	51%	52%	**30%**	-	30%	*	*	-	-	-	38%	*	33%	27%	29%	20%
At Masters Grade Level	2021	24%	25%	**3%**	-	3%	-	-	-	-	-	11%	-	6%	0%	3%	1%
	2019	25%	27%	**5%**	-	5%	*	*	-	-	-	31%	*	8%	3%	5%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	58%	**47%**	-	47%	-	-	-	-	-	25%	-	50%	43%	46%	40%
	2019	69%	70%	**66%**	-	67%	*	*	-	-	-	31%	*	71%	62%	66%	57%
At Meets Grade Level or Above	2021	28%	29%	**15%**	-	15%	-	-	-	-	-	13%	-	19%	11%	15%	14%
	2019	37%	38%	**37%**	-	38%	*	*	-	-	-	31%	*	39%	36%	37%	31%

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

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	14%	15%	**8%**	-	8%	-	-	-	-	-	0%	-	10%	5%	7%	6%
	2019	21%	23%	**18%**	-	17%	*	*	-	-	-	31%	*	25%	12%	16%	15%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	67%	**72%**	-	72%	-	-	-	-	-	30%	-	74%	68%	73%	64%
	2019	68%	67%	**58%**	-	58%	*	-	*	-	-	20%	-	67%	48%	60%	31%
At Meets Grade Level or Above	2021	50%	51%	**48%**	-	48%	-	-	-	-	-	20%	-	54%	32%	49%	34%
	2019	50%	50%	**36%**	-	37%	*	-	*	-	-	13%	-	48%	22%	38%	17%
At Masters Grade Level	2021	12%	14%	**4%**	-	4%	-	-	-	-	-	10%	-	6%	0%	5%	2%
	2019	11%	11%	**5%**	-	6%	*	-	*	-	-	0%	-	8%	2%	6%	0%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	71%	**67%**	-	68%	*	-	-	-	-	22%	-	68%	64%	67%	51%
	2019	68%	69%	**66%**	-	67%	*	-	*	-	-	31%	-	81%	41%	65%	52%
At Meets Grade Level or Above	2021	57%	58%	**52%**	-	52%	*	-	-	-	-	22%	-	53%	45%	52%	29%
	2019	49%	50%	**44%**	-	45%	*	-	*	-	-	8%	-	58%	19%	44%	26%
At Masters Grade Level	2021	11%	12%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
	2019	8%	9%	**0%**	-	0%	*	-	*	-	-	0%	-	0%	0%	0%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	74%	**62%**	-	62%	-	-	-	-	-	33%	-	61%	66%	63%	64%
	2019	85%	84%	**85%**	*	85%	*	-	*	-	-	33%	-	88%	82%	86%	76%
At Meets Grade Level or Above	2021	41%	44%	**19%**	-	19%	-	-	-	-	-	0%	-	20%	17%	19%	20%
	2019	61%	61%	**66%**	*	67%	*	-	*	-	-	11%	-	72%	59%	68%	58%
At Masters Grade Level	2021	23%	26%	**9%**	-	9%	-	-	-	-	-	0%	-	11%	6%	9%	9%
	2019	37%	38%	**39%**	*	40%	*	-	*	-	-	0%	-	40%	39%	42%	35%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	82%	**80%**	-	80%	-	-	-	-	-	60%	-	76%	88%	81%	82%
	2019	88%	88%	**91%**	-	92%	*	-	*	-	-	78%	-	98%	84%	92%	87%
At Meets Grade Level or Above	2021	55%	57%	**35%**	-	35%	-	-	-	-	-	0%	-	34%	36%	35%	36%
	2019	62%	63%	**58%**	-	58%	*	-	*	-	-	11%	-	62%	55%	60%	38%

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

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	22%	26%	**6%**	-	6%	-	-	-	-	-	0%	-	5%	8%	5%	5%
	2019	25%	28%	**18%**	-	17%	*	-	*	-	-	0%	-	17%	18%	18%	15%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	89%	**90%**	-	90%	-	-	-	-	-	*	-	93%	84%	90%	80%
	2019	93%	93%	**89%**	-	89%	-	-	-	-	-	75%	-	92%	81%	87%	79%
At Meets Grade Level or Above	2021	69%	70%	**67%**	-	67%	-	-	-	-	-	*	-	70%	58%	66%	56%
	2019	73%	75%	**59%**	-	59%	-	-	-	-	-	33%	-	68%	37%	62%	39%
At Masters Grade Level	2021	43%	45%	**33%**	-	33%	-	-	-	-	-	*	-	41%	16%	33%	20%
	2019	45%	49%	**36%**	-	36%	-	-	-	-	-	25%	-	45%	15%	39%	13%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	96%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	-
At Meets Grade Level or Above	2021	69%	75%	**14%**	-	14%	-	-	-	-	-	-	-	0%	*	14%	-
At Masters Grade Level	2021	14%	18%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	68%	**54%**	-	54%	17%	-	-	-	-	28%	29%	56%	52%	54%	51%
	2019	78%	78%	**78%**	*	79%	56%	*	*	-	-	51%	22%	82%	74%	79%	75%
At Meets Grade Level or Above	2021	41%	43%	**24%**	-	24%	0%	-	-	-	-	15%	7%	26%	20%	24%	21%
	2019	50%	51%	**45%**	*	46%	44%	*	*	-	-	29%	0%	50%	40%	46%	40%
At Masters Grade Level	2021	18%	20%	**7%**	-	7%	0%	-	-	-	-	9%	0%	8%	6%	7%	6%
	2019	24%	25%	**19%**	*	19%	19%	*	*	-	-	16%	0%	22%	15%	19%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	69%	**60%**	-	60%	*	-	-	-	-	25%	20%	62%	56%	60%	57%
	2019	75%	75%	**73%**	-	73%	67%	*	*	-	-	39%	29%	77%	68%	73%	69%
At Meets Grade Level or Above	2021	45%	46%	**32%**	-	32%	*	-	-	-	-	17%	0%	34%	27%	31%	26%
	2019	48%	49%	**40%**	-	40%	50%	*	*	-	-	22%	0%	46%	33%	40%	33%
At Masters Grade Level	2021	18%	20%	**10%**	-	10%	*	-	-	-	-	9%	0%	9%	11%	10%	9%
	2019	21%	22%	**15%**	-	15%	0%	*	*	-	-	12%	0%	17%	13%	15%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	66%	**47%**	-	47%	*	-	-	-	-	31%	20%	48%	46%	48%	47%
	2019	82%	82%	**85%**	*	85%	*	*	*	-	-	60%	29%	86%	84%	85%	84%

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

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	39%	**16%**	-	16%	*	-	-	-	-	16%	20%	17%	14%	16%	16%
	2019	52%	53%	**54%**	*	54%	*	*	*	-	-	36%	0%	57%	50%	54%	51%
At Masters Grade Level	2021	18%	19%	**5%**	-	5%	*	-	-	-	-	10%	0%	6%	4%	5%	6%
	2019	26%	28%	**26%**	*	26%	*	*	*	-	-	15%	0%	30%	23%	27%	25%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	59%	**53%**	-	53%	-	-	-	-	-	20%	*	50%	56%	52%	51%
	2019	68%	69%	**78%**	-	78%	-	-	-	-	-	67%	*	83%	72%	80%	77%
At Meets Grade Level or Above	2021	30%	31%	**20%**	-	20%	-	-	-	-	-	20%	*	21%	20%	20%	19%
	2019	38%	39%	**35%**	-	35%	-	-	-	-	-	25%	*	35%	36%	37%	34%
At Masters Grade Level	2021	9%	9%	**3%**	-	3%	-	-	-	-	-	10%	*	4%	2%	3%	3%
	2019	14%	15%	**6%**	-	6%	-	-	-	-	-	8%	*	4%	9%	6%	4%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	71%	**51%**	-	51%	*	-	-	-	-	35%	-	51%	50%	51%	48%
	2019	81%	82%	**80%**	-	81%	*	*	*	-	-	59%	*	84%	76%	80%	74%
At Meets Grade Level or Above	2021	44%	45%	**16%**	-	16%	*	-	-	-	-	6%	-	19%	13%	17%	15%
	2019	54%	55%	**47%**	-	48%	*	*	*	-	-	33%	*	52%	42%	47%	37%
At Masters Grade Level	2021	20%	22%	**4%**	-	4%	*	-	-	-	-	6%	-	4%	3%	3%	3%
	2019	25%	27%	**16%**	-	16%	*	*	*	-	-	22%	*	20%	12%	16%	14%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	74%	**62%**	-	62%	-	-	-	-	-	33%	-	68%	53%	62%	49%
	2019	81%	81%	**74%**	-	75%	*	*	-	-	-	52%	*	81%	67%	73%	63%
At Meets Grade Level or Above	2021	49%	51%	**33%**	-	33%	-	-	-	-	-	17%	-	41%	23%	33%	23%
	2019	55%	57%	**45%**	-	46%	*	*	-	-	-	32%	*	53%	36%	46%	33%
At Masters Grade Level	2021	29%	31%	**17%**	-	17%	-	-	-	-	-	8%	-	23%	8%	16%	9%
	2019	33%	36%	**24%**	-	24%	*	*	-	-	-	28%	*	34%	12%	24%	14%

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

\- Indicates there are no students in the group.

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

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

	School Year	State	Region04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	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	63	**72**	-	72	-	-	-	-	-	50	-	77	65	75	76
	2018	63	64	**73**	-	73	*	-	-	-	-	*	-	71	77	73	73
Grade 4 Mathematics	2019	65	66	**58**	-	58	-	-	-	-	-	80	-	63	53	62	58
	2018	65	67	**67**	-	67	*	-	-	-	-	*	-	65	70	66	66
Grade 5 ELA/Reading	2019	81	81	**77**	-	77	-	-	-	-	-	90	-	75	79	77	75
	2018	80	80	**77**	-	77	-	-	-	-	-	*	*	78	75	77	74
Grade 5 Mathematics	2019	83	82	**91**	-	91	-	-	-	-	-	80	-	91	91	91	91
	2018	81	79	**87**	-	87	-	-	-	-	-	*	*	86	88	87	85
Grade 6 ELA/Reading	2019	42	44	**41**	-	41	*	-	-	-	-	33	*	44	38	41	41
	2018	47	49	**49**	*	49	-	-	-	-	-	*	*	49	49	49	56
Grade 6 Mathematics	2019	54	55	**47**	-	47	*	-	-	-	-	33	*	57	40	47	47
	2018	56	57	**60**	*	60	-	-	-	-	-	33	*	63	56	59	61
Grade 7 ELA/Reading	2019	77	78	**84**	-	84	-	-	-	-	-	83	*	91	77	84	85
	2018	76	77	**82**	*	82	*	*	-	-	-	67	*	85	80	83	83
Grade 7 Mathematics	2019	62	63	**81**	-	81	-	-	-	-	-	67	*	81	81	81	84
	2018	67	67	**79**	*	79	*	*	-	-	-	57	*	74	82	78	78
Grade 8 ELA/Reading	2019	77	78	**80**	-	80	*	*	-	-	-	80	*	82	79	80	78
	2018	79	79	**81**	-	81	-	-	-	-	-	75	*	76	87	81	81
Grade 8 Mathematics	2019	82	84	**83**	-	84	*	*	-	-	-	100	*	90	78	83	81
	2018	81	81	**67**	-	67	-	-	-	-	-	67	*	67	68	68	65
End of Course English II	2019	69	70	**65**	-	66	*	-	*	-	-	*	-	65	66	67	63
	2018	67	67	**80**	-	80	-	-	-	-	-	90	-	84	70	80	76
End of Course Algebra I	2019	75	75	**82**	-	82	*	-	-	-	-	25	-	79	86	82	80
	2018	72	72	**85**	*	87	*	-	*	-	-	*	-	89	77	86	82
All Grades Both Subjects	2019	69	70	**72**	-	72	56	*	*	-	-	67	25	75	68	72	71
	2018	69	70	**74**	50	74	67	*	*	-	-	69	62	74	74	74	73
All Grades ELA/Reading	2019	68	69	**70**	-	70	60	*	*	-	-	68	25	73	66	70	70
	2018	69	69	**74**	*	74	*	*	-	-	-	74	50	74	75	74	74
All Grades Mathematics	2019	70	71	**73**	-	73	*	*	-	-	-	65	25	77	69	73	72
	2018	70	70	**73**	*	74	50	*	*	-	-	63	71	74	73	73	72

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\- Indicates there are no students in the group.

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

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	68%	**54%**	41%	41%	-	-	-	-	46%	60%	41%	-	48%	63%	44%	84%
	2019	78%	78%	**78%**	78%	78%	-	-	-		65%	80%	59%		69%		70%	
At Meets Grade Level or Above	2021	41%	43%	**24%**	15%	15%	-	-	-	-	15%	21%	12%	-	15%	33%	15%	49%
	2019	50%	51%	**45%**	43%	43%	-	-	-		26%	44%	19%		29%		33%	
At Masters Grade Level	2021	18%	20%	**7%**	5%	5%	-	-	-	-	3%	6%	2%	-	3%	11%	4%	18%
	2019	24%	25%	**19%**	20%	20%	-	-	-		7%	18%	3%		17%		13%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	69%	**60%**	46%	46%	-	-	-	-	52%	64%	48%	-	53%	67%	50%	94%
	2019	75%	75%	**73%**	73%	73%	-	-	-		56%	81%	49%		47%		63%	
At Meets Grade Level or Above	2021	45%	46%	**32%**	18%	18%	-	-	-	-	20%	27%	17%	-	13%	45%	19%	68%
	2019	48%	49%	**40%**	35%	35%	-	-	-		19%	38%	13%		21%		26%	
At Masters Grade Level	2021	18%	20%	**10%**	8%	8%	-	-	-	-	4%	8%	3%	-	0%	13%	6%	23%
	2019	21%	22%	**15%**	15%	15%	-	-	-		5%	14%	2%		16%		9%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	66%	**47%**	43%	43%	-	-	-	-	44%	63%	36%	-	20%	47%	43%	70%
	2019	82%	82%	**85%**	85%	85%	-	-	-		77%	94%	70%		79%		81%	
At Meets Grade Level or Above	2021	37%	39%	**16%**	16%	16%	-	-	-	-	11%	19%	7%	-	10%	14%	13%	33%
	2019	52%	53%	**54%**	56%	56%	-	-	-		38%	68%	27%		36%		46%	
At Masters Grade Level	2021	18%	19%	**5%**	5%	5%	-	-	-	-	3%	6%	1%	-	0%	3%	4%	16%
	2019	26%	28%	**26%**	31%	31%	-	-	-		13%	34%	5%		14%		21%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	59%	**53%**	25%	25%	-	-	-	-	54%	68%	47%	-	*	61%	42%	100%
	2019	68%	69%	**78%**	65%	65%	-	-	-		80%	88%	74%		*		71%	
At Meets Grade Level or Above	2021	30%	31%	**20%**	6%	6%	-	-	-	-	20%	36%	12%	-	*	27%	14%	46%
	2019	38%	39%	**35%**	20%	20%	-	-	-		32%	44%	23%		*		25%	
At Masters Grade Level	2021	9%	9%	**3%**	0%	0%	-	-	-	-	1%	4%	0%	-	*	2%	1%	15%
	2019	14%	15%	**6%**	0%	0%	-	-	-		3%	8%	0%		*		1%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	71%	**51%**	39%	39%	-	-	-	-	39%	43%	38%	-	43%	60%	39%	80%
	2019	81%	82%	**80%**	80%	80%	-	-	-		61%	52%	65%		100%		70%	
At Meets Grade Level or Above	2021	44%	45%	**16%**	12%	12%	-	-	-	-	8%	0%	11%	-	14%	22%	10%	33%
	2019	54%	55%	**47%**	47%	47%	-	-	-		17%	19%	16%		17%		30%	
At Masters Grade Level	2021	20%	22%	**4%**	2%	2%	-	-	-	-	0%	0%	0%	-	0%	8%	1%	9%
	2019	25%	27%	**16%**	19%	19%	-	-	-		3%	4%	3%		17%		10%	
All Grades Social Studies																		

Texas Education Agency

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAUL YZAGUIRRE SCHOOLS FOR SUCCESS (101806) - HARRIS COUNTY

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

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	74%	**62%**	-	-	-	-	-	-	31%	38%	29%	-	71%	87%	35%	83%
	2019	81%	81%	**74%**	-	-	-	-	-		50%	63%	44%		100%		53%	
At Meets Grade Level or Above	2021	49%	51%	**33%**	-	-	-	-	-	-	9%	10%	9%	-	29%	54%	11%	50%
	2019	55%	57%	**45%**	-	-	-	-	-		21%	26%	19%		67%		24%	
At Masters Grade Level	2021	29%	31%	**17%**	-	-	-	-	-	-	3%	5%	2%	-	14%	31%	4%	22%
	2019	33%	36%	**24%**	-	-	-	-	-		7%	7%	7%		33%		9%	

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

\- Indicates there are no students in the group.

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

Texas Education Agency

2020-21 STAAR Participation (TAPR)

RAUL YZAGUIRRE SCHOOLS FOR SUCCESS (101806) - HARRIS COUNTY

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

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	88%	**92%**	-	92%	100%	-	-	-	-	96%	100%	93%	91%	92%	94%
Included in Accountability	83%	84%	**89%**	-	89%	100%	-	-	-	-	93%	100%	92%	84%	89%	89%
Not Included in Accountability: Mobile	3%	3%	**1%**	-	0%	0%	-	-	-	-	0%	0%	0%	2%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	-	3%	0%	-	-	-	-	4%	0%	2%	5%	3%	4%
Not Tested	12%	12%	**8%**	-	8%	0%	-	-	-	-	4%	0%	7%	9%	8%	6%
Absent	2%	2%	**2%**	-	2%	0%	-	-	-	-	2%	0%	2%	2%	2%	2%
Other	10%	10%	**6%**	-	6%	0%	-	-	-	-	2%	0%	5%	7%	6%	4%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	*	95%	100%	*	*	-	-	99%	100%	99%	91%	95%	94%
Not Included in Accountability: Mobile	4%	4%	**2%**	*	2%	0%	*	*	-	-	1%	0%	1%	3%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	*	3%	0%	*	*	-	-	1%	0%	0%	5%	3%	4%
Not Tested	1%	1%	**0%**	*	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%
Other	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.

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	**98.7%**	*	98.7%	*	-	*	-	-	98.6%	98.7%	98.9%
2018-19	95.4%	95.5%	**95.6%**	*	95.6%	91.5%	*	*	-	-	94.1%	95.8%	96.0%
Chronic Absenteeism													
2019-20	6.7%	6.4%	**6.1%**	*	6.1%	0.0%	-	*	-	-	10.3%	6.2%	5.3%
2018-19	11.4%	11.1%	**11.9%**	*	11.7%	37.5%	*	*	-	-	15.5%	11.0%	10.9%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.7%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
2018-19	0.4%	0.6%	**0.0%**	-	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
2018-19	1.9%	2.0%	**1.0%**	-	1.0%	*	-	*	-	-	7.7%	0.7%	2.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	89.9%	**95.4%**	-	95.4%	-	-	-	-	-	81.8%	95.0%	66.7%
Received TxCHSE	0.4%	0.3%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	3.6%	**1.1%**	-	1.1%	-	-	-	-	-	0.0%	1.3%	16.7%
Dropped Out	5.4%	6.1%	**3.4%**	-	3.4%	-	-	-	-	-	18.2%	3.8%	16.7%
Graduates and TxCHSE	90.7%	90.3%	**95.4%**	-	95.4%	-	-	-	-	-	81.8%	95.0%	66.7%
Graduates, TxCHSE, and Continuers	94.6%	93.9%	**96.6%**	-	96.6%	-	-	-	-	-	81.8%	96.3%	83.3%
Class of 2019													
Graduated	90.0%	89.0%	**91.8%**	-	91.8%	-	-	-	-	-	*	92.5%	70.0%
Received TxCHSE	0.5%	0.4%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Continued HS	3.7%	3.7%	**1.6%**	-	1.6%	-	-	-	-	-	*	1.9%	10.0%
Dropped Out	5.9%	6.9%	**6.6%**	-	6.6%	-	-	-	-	-	*	5.7%	20.0%
Graduates and TxCHSE	90.4%	89.5%	**91.8%**	-	91.8%	-	-	-	-	-	*	92.5%	70.0%
Graduates, TxCHSE, and Continuers	94.1%	93.1%	**93.4%**	-	93.4%	-	-	-	-	-	*	94.3%	80.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.4%	**93.4%**	-	93.4%	-	-	-	-	-	*	94.3%	80.0%
Received TxCHSE	0.5%	0.5%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Continued HS	1.3%	1.2%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Dropped Out	6.1%	6.9%	**6.6%**	-	6.6%	-	-	-	-	-	*	5.7%	20.0%
Graduates and TxCHSE	92.6%	91.9%	**93.4%**	-	93.4%	-	-	-	-	-	*	94.3%	80.0%

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.1%	**93.4%**	-	93.4%	-	-	-	-	-	*	94.3%	80.0%
Class of 2018													
Graduated	92.2%	91.3%	**98.1%**	-	98.1%	-	-	-	-	-	80.0%	98.1%	*
Received TxCHSE	0.6%	0.6%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	*
Continued HS	1.1%	1.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.1%	7.0%	**1.9%**	-	1.9%	-	-	-	-	-	20.0%	1.9%	*
Graduates and TxCHSE	92.8%	91.9%	**98.1%**	-	98.1%	-	-	-	-	-	80.0%	98.1%	*
Graduates, TxCHSE, and Continuers	93.9%	93.0%	**98.1%**	-	98.1%	-	-	-	-	-	80.0%	98.1%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	91.8%	**98.1%**	-	98.1%	-	-	-	-	-	80.0%	98.1%	*
Received TxCHSE	0.7%	0.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	*
Continued HS	0.6%	0.6%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.1%	6.9%	**1.9%**	-	1.9%	-	-	-	-	-	20.0%	1.9%	*
Graduates and TxCHSE	93.3%	92.5%	**98.1%**	-	98.1%	-	-	-	-	-	80.0%	98.1%	*
Graduates, TxCHSE, and Continuers	93.9%	93.1%	**98.1%**	-	98.1%	-	-	-	-	-	80.0%	98.1%	*
Class of 2017													
Graduated	92.4%	91.5%	**92.5%**	-	92.5%	-	-	-	-	-	100.0%	95.8%	*
Received TxCHSE	0.7%	0.8%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	*
Continued HS	0.6%	0.6%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.3%	7.1%	**7.5%**	-	7.5%	-	-	-	-	-	0.0%	4.2%	*
Graduates and TxCHSE	93.2%	92.3%	**92.5%**	-	92.5%	-	-	-	-	-	100.0%	95.8%	*
Graduates, TxCHSE, and Continuers	93.7%	92.9%	**92.5%**	-	92.5%	-	-	-	-	-	100.0%	95.8%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	89.9%	**95.4%**	-	95.4%	-	-	-	-	-	81.8%	95.0%	66.7%
Class of 2019	90.0%	89.0%	**91.8%**	-	91.8%	-	-	-	-	-	*	92.5%	70.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	64.3%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	76.5%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	3.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	*
Class of 2019	4.2%	5.0%	**8.9%**	-	8.9%	-	-	-	-	-	*	8.2%	14.3%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	83.0%	**85.5%**	-	85.5%	-	-	-	-	-	55.6%	86.8%	*
Class of 2019	83.5%	81.1%	**76.8%**	-	76.8%	-	-	-	-	-	*	79.6%	42.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	86.7%	**85.5%**	-	85.5%	-	-	-	-	-	55.6%	86.8%	*
Class of 2019	87.6%	86.1%	**85.7%**	-	85.7%	-	-	-	-	-	*	87.8%	57.1%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	21.3%	**-**	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	27.5%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	3.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2018-19	4.4%	5.0%	**7.1%**	-	7.1%	-	-	-	-	-	*	6.1%	12.5%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	81.2%	**85.7%**	-	85.7%	-	-	-	-	-	55.6%	87.0%	60.0%
2018-19	82.1%	79.6%	**76.8%**	-	76.8%	-	-	-	-	-	*	79.6%	37.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	84.5%	**85.7%**	-	85.7%	-	-	-	-	-	55.6%	87.0%	60.0%
2018-19	85.9%	84.1%	**83.9%**	-	83.9%	-	-	-	-	-	*	85.7%	50.0%

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	84	100.0%	360,220	100.0%
By Ethnicity:				
African American	0	0.0%	44,729	12.4%
Hispanic	84	100.0%	184,060	51.1%
White	0	0.0%	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	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	12	14.3%	49,535	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	15,689	4.4%
Foundation H.S. Program (DLA)	72	85.7%	292,532	81.2%
Special Education Graduates	9	10.7%	29,018	8.1%
Economically Disadvantaged Graduates	77	91.7%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	5	6.0%	29,639	8.2%
At-Risk Graduates	64	76.2%	148,836	41.3%

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	61.1%	**45.2%**	-	45.2%	-	-	-	-	-	55.6%	44.2%	0.0%
2018-19	72.9%	72.0%	**58.0%**	-	58.0%	-	-	-	-	-	*	57.1%	12.5%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	52.1%	**39.3%**	-	39.3%	-	-	-	-	-	0.0%	39.0%	0.0%
2018-19	53.0%	53.2%	**35.7%**	-	35.7%	-	-	-	-	-	*	36.7%	0.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	57.8%	**52.4%**	-	52.4%	-	-	-	-	-	0.0%	50.6%	0.0%
2018-19	60.7%	60.9%	**46.4%**	-	46.4%	-	-	-	-	-	*	49.0%	12.5%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	47.9%	**13.1%**	-	13.1%	-	-	-	-	-	0.0%	11.7%	0.0%
2018-19	48.6%	51.4%	**26.8%**	-	26.8%	-	-	-	-	-	*	26.5%	0.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	42.3%	**13.1%**	-	13.1%	-	-	-	-	-	0.0%	11.7%	0.0%
2018-19	44.2%	45.3%	**26.8%**	-	26.8%	-	-	-	-	-	*	26.5%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	24.7%	**28.6%**	-	28.6%	-	-	-	-	-	0.0%	27.3%	0.0%
2018-19	21.1%	24.3%	**30.4%**	-	30.4%	-	-	-	-	-	*	30.6%	0.0%
Associate Degree (Annual Graduates)													
2019-20	2.1%	1.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2018-19	1.9%	1.7%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	20.7%	**15.5%**	-	15.5%	-	-	-	-	-	0.0%	14.3%	0.0%
2018-19	23.1%	20.2%	**19.6%**	-	19.6%	-	-	-	-	-	*	20.4%	0.0%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	1.5%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2018-19	2.3%	0.8%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	17.3%	**8.3%**	-	8.3%	-	-	-	-	-	55.6%	7.8%	0.0%
2018-19	40.4%	37.1%	**33.0%**	-	33.0%	-	-	-	-	-	*	31.6%	12.5%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	12.8%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	9.9%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.4%	**2.4%**	-	2.4%	-	-	-	-	-	0.0%	2.6%	0.0%
2018-19	0.6%	0.4%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2018-19	2.3%	2.4%	**1.8%**	-	1.8%	-	-	-	-	-	*	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	3.1%	**6.0%**	-	6.0%	-	-	-	-	-	55.6%	5.2%	0.0%
2018-19	2.7%	2.3%	**1.8%**	-	1.8%	-	-	-	-	-	*	2.0%	12.5%

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	21.0%	**22.6%**	-	22.6%	-	-	-	-	-	0.0%	19.5%	0.0%
	2018-19	33.4%	25.3%	**37.5%**	-	37.5%	-	-	-	-	-	*	38.8%	12.5%
Mathematics	2019-20	21.2%	15.5%	**8.3%**	-	8.3%	-	-	-	-	-	0.0%	6.5%	0.0%
	2018-19	24.7%	20.6%	**26.8%**	-	26.8%	-	-	-	-	-	*	26.5%	0.0%
Both Subjects	2019-20	16.4%	10.4%	**8.3%**	-	8.3%	-	-	-	-	-	0.0%	6.5%	0.0%
	2018-19	18.8%	13.3%	**23.2%**	-	23.2%	-	-	-	-	-	*	22.4%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	5.6%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2018-19	5.1%	4.2%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Mathematics	2019-20	9.7%	9.2%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2018-19	7.3%	8.5%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Both Subjects	2019-20	4.2%	3.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2018-19	2.6%	1.7%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	24.6%	**24.2%**	-	24.2%	-	-	-	-	-	0.0%	23.1%	0.0%
	2019	25.2%	27.4%	**15.4%**	-	15.4%	-	-	-	-	-	0.0%	15.3%	0.0%
English Language Arts	2020	12.7%	14.1%	**0.8%**	-	0.8%	-	-	-	-	-	0.0%	0.0%	0.0%
	2019	14.5%	15.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Mathematics	2020	6.4%	7.3%	**6.3%**	-	6.3%	-	-	-	-	-	0.0%	5.0%	0.0%
	2019	7.4%	8.1%	**0.7%**	-	0.7%	-	-	-	-	-	0.0%	0.8%	0.0%
Science	2020	9.4%	10.7%	**5.5%**	-	5.5%	-	-	-	-	-	0.0%	3.3%	0.0%
	2019	10.4%	11.4%	**2.1%**	-	2.1%	-	-	-	-	-	0.0%	1.6%	0.0%
Social Studies	2020	12.4%	14.6%	**0.8%**	-	0.8%	-	-	-	-	-	0.0%	0.0%	0.0%
	2019	13.9%	15.8%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	61.3%	**74.2%**	-	74.2%	-	-	-	-	-	-	71.4%	-
	2019	51.0%	53.9%	**86.4%**	-	86.4%	-	-	-	-	-	-	89.5%	-
English Language Arts	2020	50.1%	51.1%	*	-	*	-	-	-	-	-	-	-	-
	2019	41.2%	43.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020	56.5%	58.8%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
	2019	52.2%	54.9%	*	-	*	-	-	-	-	-	-	*	-
Science	2020	47.6%	50.0%	**14.3%**	-	14.3%	-	-	-	-	-	-	*	-
	2019	40.6%	43.7%	*	-	*	-	-	-	-	-	-	*	-

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	55.0%	*	-	*	-	-	-	-	-	-	-	-
	2019	46.3%	52.0%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	81.7%	**97.6%**	-	97.6%	-	-	-	-	-	88.9%	98.7%	80.0%
	2018-19	75.0%	82.1%	**100.0%**	-	100.0%	-	-	-	-	-	*	100.0%	100.0%
At/Above Criterion for All Examinees	2019-20	35.7%	37.4%	**12.2%**	-	12.2%	-	-	-	-	-	0.0%	10.5%	*
	2018-19	36.1%	37.4%	**13.8%**	-	13.8%	-	-	-	-	-	*	14.3%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1024	**909**	-	909	-	-	-	-	-	743	904	*
	2018-19	1027	1028	**903**	-	903	-	-	-	-	-	*	911	770
English Language Arts and Writing	2019-20	513	514	**469**	-	469	-	-	-	-	-	385	468	*
	2018-19	517	515	**456**	-	456	-	-	-	-	-	*	460	375
Mathematics	2019-20	506	510	**440**	-	440	-	-	-	-	-	358	436	*
	2018-19	510	513	**447**	-	447	-	-	-	-	-	*	451	395
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	21	**19**	-	19	-	-	-	-	-	-	19	*
	2018-19	21	21	**18**	-	18	-	-	-	-	-	-	18	*
English Language Arts	2019-20	20	21	**19**	-	19	-	-	-	-	-	-	19	*
	2018-19	20	21	**17**	-	17	-	-	-	-	-	-	17	*
Mathematics	2019-20	20	21	**17**	-	17	-	-	-	-	-	-	17	*
	2018-19	20	21	**18**	-	18	-	-	-	-	-	-	18	*
Science	2019-20	21	21	**18**	-	18	-	-	-	-	-	-	18	*
	2018-19	21	21	**18**	-	18	-	-	-	-	-	-	18	*

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	46.9%	**55.5%**	-	55.4%	*	-	-	-	-	54.2%	54.9%	36.4%
	2018-19	44.6%	44.2%	**48.6%**	-	48.9%	*	-	*	-	-	41.7%	49.8%	45.0%
English Language Arts	2019-20	18.2%	20.0%	**17.1%**	-	16.8%	*	-	-	-	-	29.2%	17.3%	27.3%
	2018-19	17.8%	18.5%	**23.4%**	-	23.6%	*	-	*	-	-	40.9%	24.7%	42.4%
Mathematics	2019-20	20.7%	20.8%	**14.2%**	-	14.2%	*	-	-	-	-	8.7%	13.5%	0.0%
	2018-19	20.4%	19.8%	**9.7%**	-	9.8%	*	-	*	-	-	0.0%	10.0%	0.0%
Science	2019-20	22.4%	20.7%	**29.2%**	-	29.3%	*	-	-	-	-	25.0%	28.2%	7.3%
	2018-19	21.7%	20.0%	**20.9%**	-	21.0%	*	-	*	-	-	9.1%	20.7%	5.6%
Social Studies	2019-20	24.6%	24.8%	**7.1%**	-	7.1%	*	-	-	-	-	0.0%	7.0%	0.0%
	2018-19	23.6%	22.7%	**7.6%**	-	7.6%	*	-	*	-	-	0.0%	8.5%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	55.9%	**60.7%**	-	60.7%	-	-	-	-	-	44.4%	62.3%	20.0%
	2018-19	59.0%	53.8%	**48.2%**	-	48.2%	-	-	-	-	-	*	46.9%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	53.6%	**57.1%**	-	57.1%	-	-	-	-	-	*	59.2%	25.0%
	2017-18	53.4%	54.7%	**58.5%**	-	58.5%	-	-	-	-	-	*	57.7%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	42.7%	*	-	*	-	-	-	-	-	-	*	-
	2017-18	60.7%	63.3%	**30.0%**	-	30.0%	-	-	-	-	-	*	31.0%	*

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	1,330	100.0%	5,359,040	100.0%	1,335	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	13,855	0.3%	0	0.0%	20,991	0.4%
Pre-Kindergarten	6	0.5%	196,560	3.7%	6	0.4%	197,093	3.7%
Kindergarten	107	8.0%	360,865	6.7%	107	8.0%	361,349	6.7%
Grade 1	109	8.2%	380,973	7.1%	109	8.2%	381,403	7.1%
Grade 2	101	7.6%	379,725	7.1%	101	7.6%	380,122	7.1%
Grade 3	95	7.1%	380,802	7.1%	95	7.1%	381,135	7.1%
Grade 4	96	7.2%	385,090	7.2%	96	7.2%	385,364	7.2%
Grade 5	101	7.6%	395,436	7.4%	101	7.6%	395,649	7.4%
Grade 6	142	10.7%	414,197	7.7%	142	10.6%	414,357	7.7%
Grade 7	155	11.7%	421,222	7.9%	156	11.7%	421,347	7.8%
Grade 8	141	10.6%	422,386	7.9%	143	10.7%	422,505	7.9%
Grade 9	83	6.2%	436,396	8.1%	84	6.3%	436,523	8.1%
Grade 10	79	5.9%	420,502	7.8%	80	6.0%	420,705	7.8%
Grade 11	68	5.1%	388,143	7.2%	68	5.1%	388,443	7.2%
Grade 12	47	3.5%	362,888	6.8%	47	3.5%	364,600	6.8%
Ethnic Distribution:								
African American	1	0.1%	680,285	12.7%	1	0.1%	681,401	12.7%
Hispanic	1,325	99.6%	2,835,771	52.9%	1,330	99.6%	2,840,982	52.9%
White	4	0.3%	1,418,789	26.5%	4	0.3%	1,424,251	26.5%
American Indian	0	0.0%	18,712	0.3%	0	0.0%	18,755	0.3%
Asian	0	0.0%	253,856	4.7%	0	0.0%	254,163	4.7%
Pacific Islander	0	0.0%	8,259	0.2%	0	0.0%	8,271	0.2%
Two or More Races	0	0.0%	143,368	2.7%	0	0.0%	143,763	2.7%
Sex:								
Female	685	51.5%	2,620,239	48.9%	685	51.3%	2,624,722	48.9%
Male	645	48.5%	2,738,801	51.1%	650	48.7%	2,746,864	51.1%
Economically Disadvantaged	1,263	95.0%	3,229,178	60.3%	1,268	95.0%	3,233,417	60.2%
Non-Educationally Disadvantaged	67	5.0%	2,129,862	39.7%	67	5.0%	2,138,169	39.8%
Section 504 Students	33	2.5%	387,490	7.2%	33	2.5%	387,622	7.2%
EB Students/EL	867	65.2%	1,108,207	20.7%	870	65.2%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	66,833	1.2%				
Students w/ Dyslexia	14	1.1%	241,070	4.5%	14	1.0%	241,197	4.5%
Foster Care	0	0.0%	17,033	0.3%	0	0.0%	17,090	0.3%

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Homeless	0	0.0%	57,709	1.1%	0	0.0%	57,811	1.1%
Immigrant	1	0.1%	108,025	2.0%	1	0.1%	108,092	2.0%
Migrant	1	0.1%	16,657	0.3%	1	0.1%	16,733	0.3%
Title I	1,328	99.8%	3,457,855	64.5%	1,333	99.9%	3,464,887	64.5%
Military Connected	0	0.0%	144,596	2.7%	0	0.0%	144,683	2.7%
At-Risk	910	68.4%	2,634,284	49.2%	913	68.4%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	855	64.3%	1,123,936	21.0%	858	64.3%	1,124,413	20.9%
Gifted and Talented Education	50	3.8%	443,781	8.3%	50	3.7%	443,849	8.3%
Special Education	93	7.0%	595,885	11.1%	93	7.0%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	93		595,885					
By Type of Primary Disability Students with Intellectual Disabilities	52	55.9%	253,352	42.5%				
Students with Physical Disabilities	23	24.7%	127,106	21.3%				
Students with Autism	6	6.5%	83,737	14.1%				
Students with Behavioral Disabilities	12	12.9%	122,624	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	76	6.0%	726,083	13.8%				
By Ethnicity: African American	0	0.0%	148,832	2.8%				
Hispanic	75	6.0%	372,491	7.1%				
White	0	0.0%	160,748	3.1%				
American Indian	0	0.0%	2,944	0.1%				
Asian	1	0.1%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	0	0.0%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	2	2.3%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	36	5.2%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	72	5.8%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	104	9.9%	700,130	16.6%				

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade:				
Kindergarten	0.0%	1.4%	0.0%	4.8%
Grade 1	2.3%	1.9%	0.0%	3.2%
Grade 2	1.1%	1.0%	16.7%	1.4%
Grade 3	0.0%	0.5%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.2%	0.0%	0.3%
Grade 7	0.0%	0.3%	0.0%	0.3%
Grade 8	0.0%	0.2%	0.0%	0.4%
Grade 9	0.0%	4.7%	0.0%	7.8%

	---- District ----		----- State -----	
	Count	**Percent**	**Count**	**Percent**
Data Quality:				
Underreported Students	3	0.5%	6,039	0.2%

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

Class Size Information	District	State
Elementary:		
Kindergarten	26.0	17.7
Grade 1	19.0	18.0
Grade 2	21.6	18.0
Grade 3	16.7	18.2
Grade 4	16.9	18.3
Grade 5	19.2	19.8
Grade 6	24.0	19.4
Secondary:		
English/Language Arts	18.2	15.7
Foreign Languages	16.1	17.8
Mathematics	18.4	16.9
Science	20.6	17.9
Social Studies	18.3	18.3

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	164.9	100.0%	745,316.3	100.0%
Professional Staff:	104.5	63.4%	479,219.1	64.3%
Teachers	81.5	49.4%	369,395.4	49.6%
Professional Support	14.1	8.5%	78,787.8	10.6%
Campus Administration (School Leadership)	5.0	3.0%	22,378.5	3.0%
Central Administration	4.0	2.4%	8,657.4	1.2%
Educational Aides:	0.0	0.0%	79,348.7	10.6%
Auxiliary Staff:	60.3	36.6%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	1.0	n/a	13,211.0	n/a
Part-time Counselors	1.0	n/a	1,126.0	n/a
Total Minority Staff:	150.1	91.0%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	4.8	5.8%	41,186.3	11.1%
Hispanic	67.9	83.4%	104,985.0	28.4%
White	8.8	10.8%	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	19.7	24.2%	88,006.1	23.8%
Females	61.8	75.8%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,422.7	1.2%
Bachelors	70.9	87.0%	269,818.0	73.0%
Masters	10.6	13.0%	92,432.5	25.0%
Doctorate	0.0	0.0%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	7.7	9.5%	24,880.4	6.7%
1-5 Years Experience	43.6	53.5%	102,753.7	27.8%
6-10 Years Experience	15.9	19.6%	74,854.8	20.3%
11-20 Years Experience	13.2	16.2%	107,653.1	29.1%

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
21-30 Years Experience	1.0	1.2%	47,975.4	13.0%
Over 30 Years Experience	0.0	0.0%	11,278.0	3.1%
Number of Students per Teacher	16.3	n/a	14.5	n/a

Staff Information	**District**	**State**
Experience of Campus Leadership:		
Average Years Experience of Principals	6.7	6.4
Average Years Experience of Principals with District	3.0	5.5
Average Years Experience of Assistant Principals	1.0	5.5
Average Years Experience of Assistant Principals with District	1.0	4.8
Average Years Experience of Teachers:	5.6	11.2
Average Years Experience of Teachers with District:	3.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$51,831	$50,849
1-5 Years Experience	$49,658	$53,288
6-10 Years Experience	$55,703	$56,282
11-20 Years Experience	$58,942	$59,900
21-30 Years Experience	$79,370	$64,637
Over 30 Years Experience	-	$69,974
Average Actual Salaries (regular duties only):		
Teachers	$52,915	$57,641
Professional Support	$60,740	$68,030
Campus Administration (School Leadership)	$87,751	$83,424
Central Administration	$127,992	$109,662
Instructional Staff Percent:	57.8%	64.6%
Turnover Rate for Teachers:	16.7%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff: Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	29.7	36.5%	22,870.6	6.2%
Career and Technical Education	2.0	2.5%	18,987.7	5.1%
Compensatory Education	0.0	0.0%	10,226.9	2.8%
Gifted and Talented Education	2.6	3.2%	6,558.4	1.8%
Regular Education	42.4	52.1%	262,447.1	71.0%
Special Education	4.7	5.7%	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.)

2019-2020 Financial Actual Report

2019 - 2020 Actual Financial Data
Totals for RAUL YZAGUIRRE SCHOOLS FOR SUCCESS (101806)
Total Enrolled Membership: 1,329

	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)	$0	0.00%	$0	$0	0.00%	$0	$25,533,913,274	43.11%	$4,660
State Operating Funds	$14,274,340	89.00%	$10,741	$14,384,428	76.39%	$10,823	$24,198,968,656	40.86%	$4,417
Federal Funds	$461,921	2.88%	$348	$3,031,711	16.10%	$2,281	$7,015,215,596	11.84%	$1,280
Other Local	$1,302,749	8.12%	$980	$1,413,836	7.51%	$1,064	$2,483,070,133	4.19%	$453
Total Operating Revenue	$16,039,010	100.00%	$12,068	$18,829,975	100.00%	$14,169	$59,231,167,659	100.00%	$10,811
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$0	0.00%	$0	$7,988,017,723	85.75%	$1,458
State Assistance for Debt Service	$0	0.00%	$0	$0	0.00%	$0	$417,799,545	4.49%	$76
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0	$909,418,245	9.76%	$166
Total Other Revenue	$0	0.00%	$0	$0	0.00%	$0	$9,315,235,513	100.00%	$1,700
Subtotal: Operating and Other Revenue	$16,039,010	100.00%	$12,068	$18,829,975	100.00%	$14,169	$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	$16,039,010	100.00%	$12,068	$18,829,975	100.00%	$14,169	$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	$0	0.00%	$0	$0	0.00%	$0	$2,495,227,887	27.11%	$455
Subtotal: Debt Service Financing and TRS Estimate Revenue	$0	0.00%	$0	$0	0.00%	$0	$9,203,209,017	100.00%	$1,680
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$16,039,010	100.00%	$12,068	$18,829,975	100.00%	$14,169	$77,749,612,189	100.00%	$14,191
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$8,122,368	57.85%	$6,112	$9,307,653	55.40%	$7,004	$45,632,220,765	80.04%	$8,329
Professional & Contracted Services (Object 62xx)	$4,208,391	29.97%	$3,167	$4,548,440	27.07%	$3,422	$5,127,350,907	8.99%	$936

2019 - 2020 Actual Financial Data
Totals for RAUL YZAGUIRRE SCHOOLS FOR SUCCESS (101806)
Total Enrolled Membership: 1,329

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	$759,803	5.41%	$572	$1,835,657	10.93%	$1,381	$4,914,857,654	8.62%	$897
Other Operating Expenditures (Object 64xx)	$949,507	6.76%	$714	$1,107,822	6.59%	$834	$1,339,390,963	2.35%	$244
Total Operating Expenditures by Object	$14,040,069	100.00%	$10,564	$16,799,572	100.00%	$12,641	$57,013,820,289	100.00%	$10,406
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	$2,263	100.00%	$2	$2,263	100.00%	$2	$9,524,076,242	47.61%	$1,738
Capital Outlay(Object 66xx)	$0	0.00%	$0	$0	0.00%	$0	$10,481,863,702	52.39%	$1,913
Total Non-Operating Expenditures by Object	$2,263	100.00%	$2	$2,263	100.00%	$2	$20,005,939,944	100.00%	$3,651
Grand Total: Operating and Non-Operating Expenditures by Object	$14,042,332	100.00%	$10,566	$16,801,835	100.00%	$12,642	$77,019,760,233	100.00%	$14,058
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	$6,539,425	46.58%	$4,921	$7,565,583	45.03%	$5,693	$32,482,839,029	56.97%	$5,929
Instructional Resources & Media Services (Function 12)	$60,896	0.43%	$46	$67,371	0.40%	$51	$620,523,428	1.09%	$113
Curriculum & Staff Development (Function 13)	$71,642	0.51%	$54	$220,620	1.31%	$166	$1,283,086,493	2.25%	$234
Instructional Leadership (Function 21)	$54,920	0.39%	$41	$120,720	0.72%	$91	$945,108,506	1.66%	$173
School Leadership (Function 23)	$1,124,852	8.01%	$846	$1,124,887	6.70%	$846	$3,397,560,197	5.96%	$620
Guidance Counseling Services (Function 31)	$14,479	0.10%	$11	$14,479	0.09%	$11	$2,204,295,228	3.87%	$402
Social Work Services (Function 32)	$51,034	0.36%	$38	$91,858	0.55%	$69	$173,240,994	0.30%	$32
Health Services (Function 33)	$72,709	0.52%	$55	$72,709	0.43%	$55	$608,875,388	1.07%	$111
Transportation (Function 34)	$241,037	1.72%	$181	$241,937	1.44%	$182	$1,625,400,170	2.85%	$297
Food Services (Function 35)	$149	0.00%	$0	$1,205,670	7.18%	$907	$2,839,750,491	4.98%	$518
Extracurricular (Function 36)	$13,138	0.09%	$10	$13,147	0.08%	$10	$1,574,298,616	2.76%	$287
General Administration (Function 41,92)	$1,146,083	8.16%	$862	$1,146,083	6.82%	$862	$1,833,390,327	3.22%	$335
Facilities Maintenance & Operations (Function 51)	$4,365,103	31.09%	$3,285	$4,491,914	26.74%	$3,380	$5,475,939,693	9.60%	$999
Security & Monitoring Services (Function 52)	$36,140	0.26%	$27	$94,621	0.56%	$71	$621,397,805	1.09%	$113
Data Processing Services (Function 53)	$219,146	1.56%	$165	$247,382	1.47%	$186	$1,049,981,008	1.84%	$192
Community Services (Function 61)	$29,316	0.21%	$22	$80,591	0.48%	$61	$278,132,916	0.49%	$51
Total Operating Expenditures by Function	$14,040,069	100.00%	$10,564	$16,799,572	100.00%	$12,641	$57,013,820,289	100.00%	$10,406
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	$2,263	100.00%	$2	$2,263	100.00%	$2	$9,524,076,242	47.61%	$1,738

2019 - 2020 Actual Financial Data
Totals for RAUL YZAGUIRRE SCHOOLS FOR SUCCESS (101806)
Total Enrolled Membership: 1,329

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	$0	0.00%	$0	$0	0.00%	$0	$10,481,863,702	52.39%	$1,913
Total Non-Operating Expenditures by Function	$2,263	100.00%	$2	$2,263	100.00%	$2	$20,005,939,944	100.00%	$3,651
Grand Total: Operating and Non-Operating Expenditures by Function	$14,042,332	100.00%	$10,566	$16,801,835	100.00%	$12,642	$77,019,760,233	100.00%	$14,058
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$5,315,868	37.86%	$4,000	$5,671,869	33.76%	$4,268	$24,808,865,963	43.51%	$4,528
Gifted and Talented (PIC 21)	$55,657	0.40%	$42	$55,657	0.33%	$42	$407,970,018	0.72%	$74
Career and Technical (PIC 22)	$170,118	1.21%	$128	$196,794	1.17%	$148	$1,848,729,587	3.24%	$337
Students with Disabilities (PICs 23,33)	$504,581	3.59%	$380	$721,539	4.29%	$543	$7,124,984,870	12.50%	$1,300
State Compensatory Education (PICs 24,26,28,29,30,34)	$1,729,885	12.32%	$1,302	$2,471,095	14.71%	$1,859	$4,961,252,070	8.70%	$906
Bilingual (PICs 25,35)	$179,623	1.28%	$135	$239,390	1.42%	$180	$666,494,835	1.17%	$122
High School Allotment (PIC 31)	$79,092	0.56%	$60	$79,092	0.47%	$60	$198,008,871	0.35%	$36
PreKindergarten (PIC 32)	$0	0.00%	$0	$0	0.00%	$0	$556,180,368	0.98%	$102
Early Education Allotment (PIC 36)	$0	0.00%	$0	$0	0.00%	$0	$817,733,874	1.66%	$149
Dyslexia or Related Disorder Services (PIC 37)	$0	0.00%	$0	$0	0.00%	$0	$247,840,811	0.50%	$45
College, Career, and Military Readiness (CCMR) (PIC 38)	$0	0.00%	$0	$0	0.00%	$0	$225,233,881	0.46%	$41
Athletics/Related Activities (PIC 91)	$867	0.01%	$1	$867	0.01%	$1	$1,079,705,932	1.89%	$197
Un-Allocated (PIC 99)	$6,004,378	42.77%	$4,518	$7,363,269	43.83%	$5,540	$14,070,819,209	24.68%	$2,568
Total Operating Expenditures by Program Intent Code (PIC)	$14,040,069	100.00%	$10,564	$16,799,572	100.00%	$12,641	$57,013,820,289	100.00%	$10,406
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$2,263	100.00%	$2	$2,263	100.00%	$2	$9,524,076,242	47.61%	$1,738
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$0	0.00%	$0	$0	0.00%	$0	$10,481,863,702	52.39%	$1,913
Total Non-Operating Expenditures by Program Intent Code (PIC)	$2,263	100.00%	$2	$2,263	100.00%	$2	$20,005,939,944	100.00%	$3,651
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$14,042,332	100.00%	$10,566	$16,801,835	100.00%	$12,642	$77,019,760,233	100.00%	$14,058

Disbursements
Total Disbursements

2019 - 2020 Actual Financial Data
Totals for RAUL YZAGUIRRE SCHOOLS FOR SUCCESS (101806)
Total Enrolled Membership: 1,329

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	$14,040,069	99.98%	$10,564	$16,799,572	99.99%	$12,641	$57,013,820,289	70.09%	$10,406
Recapture	$0	0.00%	$0	$0	0.00%	$0	$2,610,589,103	3.21%	$476
Total Other Uses	$0	0.00%	$0	$0	0.00%	$0	$1,065,828,545	1.31%	$195
Intergovernmental Charge	$0	0.00%	$0	$0	0.00%	$0	$647,236,702	0.80%	$118
Debt Service (Object 6500)	$2,263	0.02%	$2	$2,263	0.01%	$2	$9,524,076,242	11.71%	$1,738
Capital Projects (Object 6600)	$0	0.00%	$0	$0	0.00%	$0	$10,481,863,702	12.89%	$1,913
Total Disbursements	$14,042,332	100.00%	$10,566	$16,801,835	100.00%	$12,642	$81,343,414,583	100.00%	$14,847
Net Assets** **Net Assets**									
Unrestricted Net Assets	$0		$0	$2,531,635		$1,905	$525,397,629		$1,561
Temporary Restricted Net Assets	$0		$0	$3,225,889		$2,427	$1,046,965,651		$3,110
Permanently Restricted Net Assets	$0		$0	$0		$0	$246,437		$1
Total Net Asset Balance**	$0		$0	$5,757,524		$4,332	$1,581,100,499		$4,696
Net Assets Reconciliation									
2018-2019 Total Net Assets (Previous Year)	$0		$0	$3,775,124		$2,838	$1,329,799,869		$4,202
2019-2020 Excess (Deficiency) Operating Expenditures	$0		$0	$1,982,400		$1,492	$256,649,281		$762
2019-2020 Excess (Deficiency) Non-Operating Expenditures	$0		$0	$0		$0	$55,718,897		$166
2019-2020 Uncommon Items	$0		$0	$0		$0	$-61,067,548		$-12
2019-2020 Total Net Assets	$0		$0	$5,757,524		$4,332	$1,581,100,499		$4,696

District Accreditation Status

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

Report on Violent or Criminal Incidents:

- **Disciplinary Incidents by Reason Code**
- **Disciplinary Actions**
- **2020-2021 Discipline Policy**

Raul Yzaguirre Schools for Success
Annual Discipline Report

Disciplinary Incidents	2018-2019	2019-2020	2020-2021
Criminal or Violent Offense	Code 41		
Houston TSTEM & Early College High School	8	0	0
Houston STEM & Early College Middle School	9	0	0
District Subtotal	17	0	0
Other Incidents	Code 21	Code 21	Code 21
Houston TSTEM & Early College High School	18	4	0
Houston STEM & Early College Middle School	40	14	0
District Subtotal	58	18	0
District Total Disciplinary Incidents	**75**	**18**	**0**

Code 41-Fighting/ Mutual Combat

Code 21-Violation of Code of Student Conduct

Disciplinary Actions	2018-2019	2019-2020	2020-2021
In School Suspension			
Houston TSTEM & Early College High School	0	0	0
Houston STEM & Early College Middle School	0	4	0
District Subtotal	0	4	0
Out of School Suspension			
Houston TSTEM & Early College High School	26	4	0
Houston STEM & Early College Middle School	49	10	0
District Subtotal	75	14	0
District Total Disciplinary Actions	**75**	**18**	**0**

1.2. RIGHTS AND RESPONSIBILITIES

RYSS students have a right to the pursuit of a high-quality, world-class education in a safe and healthy environment that is free from disruption, harassment, and discrimination. RYSS parents have a right to expect that students' rights will be honored. Additionally, students and parents share in the responsibility to ensure that students' rights are upheld.

1.2.1. School Responsibilities

- Provide a safe and healthy learning environment.
- Provide an equitable system of student management.
- Provide an educational experience that includes the latest best practices of teaching.
- Provide learning and enrichment opportunities outside the school setting.
- Provide open and consistent communication with parents.
- Provide access to the most current educational technology.
- Provide clean and well-maintained facilities.

1.2.2. Student Responsibilities

- Show respect toward others.
- Take responsibility for one's actions and active commitment to one's learning.
- Attend all classes every day and on time in conformity with RYSS guidelines and the compulsory attendance law of the State of Texas.
- Arrive to class prepared with appropriate learning tools and completed assignments.
- Dress according to RYSS dress code.
- Pay required fees and fines for all school activities and requirements.
- Know and obey all school rules or risk of losing membership as student in RYSS.
- Cooperate with all faculty and staff members K-12.
- Report to an administrator any incident or conduct that suggests a safety risk to others or RYSS property immediately. Not reporting an incident, delays correction of such situation.
- Use technology solely for school business and appropriate educational purposes.
- Know that the use, possession, and/or sale of illegal and unauthorized drugs, alcohol, and weapons are unlawful and prohibited.
- Know that random searches in accordance with state and federal law are possible in order to assure a safe school environment.
- Know that RYSS campuses have a zero tolerance policy.

1.2.3. Parent Responsibilities

- Support school, district, and classroom rules and regulations for student behavior and ensure that children conduct themselves according to district standards.
- Provide school uniform and supplies to meet campus safety and instructional needs.
- Provide the school with current address of residence, and when available, current telephone numbers.
- Ensure students' attendance at school. By state law, student attendance is the responsibility of parents and guardians.
- Provide the appropriate school personnel with any student information that will affect the student's ability to learn or the student's behavior.
- Support students by attending parent meetings, which will cover topics such as academics, extracurricular activities, resources, socialization, community involvement, etc.
- Read, acknowledge, and understand these rules and the rules applicable to their children's conduct while they are at school.
- Acknowledge and support school policies.

1.2.4. Instructional Programs

RYSS shall be responsible for providing a well-balanced curriculum and delivering effective instruction to all students. Students have the responsibility to strive for academic growth by participating in the appropriate educational program to the best of their ability.

1.2.5. Attendance of Students

RYSS schools will follow the Texas compulsory attendance laws. The state requires children to attend school each day that instruction is provided. The law applies to children ages 6-19. If a child is voluntarily enrolled in kindergarten before age 6, school attendance laws apply to that child as well.

The Texas Education Code requires a student to be in attendance 90% of the days that a course is offered during a semester in order to be awarded credit for the class (TEC §25.092).

1.2.6. Grading, Assessment, Promotion and Retention

Students shall be assessed on a continuous basis in the most effective manner to determine the extent of their progress. Students have the responsibility to maintain reasonable standards of academic performance commensurate with their ability (See Section 1.2.7).

1.2.7. Concerns

Student concerns are paramount and are not taken lightly. Students who wish to have particular concerns of any kind addressed may do so in person, email, or in writing to the campus principal. A *RYSS Student Incident Report* must be completed in detail providing the correct contact information. (See Section 1.13.1.) Please allow 24-48 hours for the concerns to be processed.

1.2.8. Violent Situation on Campus

At RYSS the highest priority is the safety of students and staff, and the district is committed to provide students and staff with a secure environment. As a prevention action, in addition to having Houston Police Department officers on campus at all times to safeguard our students, key RYSS personnel have undergone Preventing Training to respond to critical incidents in the form of violent disasters, such as: active shooter, violent intruder, mass shooting, terrorism, workplace violence, and other unexpected crises.

In the event of a violent disaster or any abnormal situation, the campus principal, in collaboration with the Houston Police Department, will alert parents/guardians via text message and/or voice call, to keep them updated as the situation progresses, and will contact them once the situation has been contained.

In an attempt to maintain everyone in our campus safe, we would also like to encourage parents/guardians to keep their contact information as updated as possible. This may be done by visiting the Registrar's office located in the main building, or by requesting a *Contact Information Form* in the district office's reception area. The form is also available in Section 6.0 of this handbook.

1.2.9. Student Dress Code and Personal Grooming

Each school shall adopt a specific dress code. All parents and students have the responsibility to become familiar with the school's dress code and grooming standards, and to adhere to them. There are three fundamental reasons for a school dress code: 1) to ensure the health and safety of everyone on campus; 2) to avoid any unacceptable disruptions to the learning environment; and 3) to encourage students to have appropriate dress habits.

1.2.10. Students and School Property

Students are expected to show proper respect for others and for property. Students are responsible for their actions directed toward school property and for any damage caused to school property. Damages to school property will result in disciplinary action and restitution. (See Section 1.12).

1.2.11. Search of Property and Students

Students are entitled to the guarantees of the Fourth Amendment of the U.S. Constitution and are subject to reasonable search and seizures by any authorized school personnel.

Students have the responsibility not to carry on their person or to have on school property or at school-sponsored events items such as drugs, e-cigarettes or vaping products, weapons, alcohol, or other contraband materials in violation of school policy or state law.

School officials are empowered to conduct reasonable searches of students and school property when there is reasonable cause to believe that students may be in possession of drugs, weapons, contraband, or other materials, in violation of RYSS policies or state law. Students do not have a reasonable expectation of privacy in the use of school lockers or school desks.

RYSS administration may utilize dogs and metal detectors to conduct searches of property and students. They may be used at random times and locations by RYSS administrative and law enforcement personnel.

1.2.12. Education During Suspension

Student absences while suspended shall be considered excused absences. Excused absences notwithstanding, students are responsible to make up all schoolwork missed while suspended within five school days after they return to school from suspension in order to receive credit for the work.

1.2.13. Gang-Free School Zone

HB 2086 of the 81st Texas Legislative Session establishes gang-free school zones and provides for enhanced punishment for gang-related criminal activity occurring in, on, or within 1,000 feet of any real property that is owned, rented, or leased by a school or a school board. Under the statute, the punishment for certain offenses is increased to the punishment prescribed for the next-highest category of offense if the actor is 17 years of age or older and it is shown, beyond a reasonable doubt after the trial of the offense, that the actor committed the offense at a location that was owned, rented, or leased by a school or school board.

1.2.14. Communication between School and Home

Communication between home and school is essential for the student to make the most of the opportunities provided. School communication starts with information documents such as handbooks, newsletters, progress reports, report cards, and student work. This communication continues with messages and phone calls between parents and school staff, information on campus web pages, home visits by school staff, and school open houses.

Communication might also include requests for conferences initiated by the school or the parent. Phone communication and conferences are encouraged whenever school staff members or parents have a concern regarding a student's academic or behavioral progress. Parents are asked to report any phone, email address or residential address changes to the school office as soon as possible.

In addition to regular home and school communication, the most current home contact information is essential in case of emergency.

Home visits are conducted at the beginning of the school year. The primary purpose of the home visit is to establish and encourage a solid foundation for both school and home, so that regular home-school communication may best take place.

1.2.15. Co-curricular and Extracurricular Participation

RYSS provides numerous enrichment, celebration, and extracurricular opportunities for the students. Such opportunities as field trips, banquets, proms, class outings, etc. are provided to enrich and celebrate the student; however, STUDENTS MUST BE IN GOOD ACADEMIC AND BEHAVIORAL STANDING IN ORDER TO PARTICIPATE IN ANY SUCH OPPORTUNITY.

In order for a student to be considered in *good academic standing*, the student must be passing all courses. In order for a student to be considered in good behavioral standing, the student must not have committed a Level I, II, III, IV, or V violation in the three weeks preceding any event.

In situations where additional or conflicting information is present, the guidelines of the University Interscholastic League (UIL) shall prevail.

1.3. STUDENT MISCONDUCT

This section describes a broad range of behaviors considered to be student misconduct and should be viewed as representative of the misconduct that most frequently causes a disruption to an orderly educational process. These acts of misconduct are listed in Levels I, II, III, IV, and V. The student who commits an act of misconduct that may be classified into any of the five levels will be subject to disciplinary action.

1.3.1. When and Where These Rules Apply

- The policies and administrative procedures concerning student conduct apply to actions of students on school property (including before/after school, dismissal time, and after school care/activities) and school buses and, in some cases, for conduct occurring off of school property or within 300 feet of school property.
- These rules are applicable to students placed in the In-School Suspension Program (ISS). Under state law, a student may be expelled by RYSS for Level V misconduct that occurs on the property of another school district within Texas.
- The rules apply to actions of students at all school-sponsored or school-related activities or events, such as field trips, sporting events, stadium assemblies, fairs, or evening, school-related activities.
- Students should be aware that the commission of any felony offense, whether at school or away from school, may result in placement of the student in ISS or further disciplinary action determined by administration.
- Students should be aware that administrators who are made aware of criminal activity, whether on or off of campus, will make a report to appropriate law enforcement agencies and that, in addition to these administrative rules, students may be subject to criminal charges for violations of the law.

1.3.2. General Discipline Guidelines for Assessing Penalties

When administering discipline, RYSS personnel shall adhere to the following general guidelines:

1. Discipline shall be administered when necessary to protect students, school employees, or property and to maintain essential order and discipline.

2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case. Administrators should use caution and should ordinarily consider developmentally appropriate interventions for very young children who engage in misconduct. Factors that must be considered in each decision concerning suspension, placement in ISS, or expulsion may include such factors as:

    - Seriousness of the offense;
    - Student's age and intent or lack of intent at the time the student engaged in the conduct;
    - Student's disciplinary history;
    - Student's attitude;
    - Potential effect of the misconduct on the school environment;
    - State law requirements for certain disciplinary consequences;
    - Whether the facts of the case warrant consideration of self-defense as a mitigating factor in the assessment of any punishment;

- Whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's misconduct.

3. Serious offenses are those that substantially disrupt or materially interfere with the orderly process in the classroom, RYSS transportation, the school, or any school-related activity, and may include persistent behavior of Level II or higher misconduct. An administrator may find, on the basis of the facts and circumstances of the case, that a Level III offense constitutes a serious offense. Finally, a finding that a student has engaged in any offense listed as an offense under Level IV or Level V constitutes a finding that the student has engaged in serious misbehavior.

1.3.3. Levels of Offenses—Overview

Acts of misconduct are categorized into the following five levels of offense:

1.3.3.1. Level I – Violation of Classroom or Transportation Rules

Offenses that generally occur in the classroom and can be corrected by the teacher.

1.3.3.2. Level II – Administrative Intervention

Offenses that are more serious in nature or a continuance of Level I misconduct.

1.3.3.3. Level III – Suspension and/or Removal to In-School Suspension (ISS)

Offenses that seriously disrupt the educational process in the classroom, in the school, and/or at school-related activities, or a continuance of Level I or Level II misconduct. A finding that a student has engaged in a Level III offense may constitute a serious offense.

1.3.3.4. Level IV – Required Placement in In-School Suspension (ISS)

Criminal offenses as defined in Level IV. This may include any felony, whether school-related or not, unless it is one for which expulsion is required. A finding that a student has engaged in an offense listed under Level IV constitutes a finding that the student has engaged in serious misbehavior.

1.3.3.5. Level V – Expulsion for Serious Offenses

Offenses that include those for which a student may or shall be expelled under state law. They include continued serious or persistent misbehavior that violates RYSS guidelines and policies while placed in ISS. A finding that a student engaged in an offense listed under Level V constitutes a finding that the student has engaged in serious misbehavior.

Staff members will use their professional judgment to determine the most effective way to correct student misconduct. Disciplinary actions apply equally to all students.

1.3.4. General Procedures for Resolving School Problems

School problems can best be resolved at the campus level. In order to resolve problems,

parents, guardians, and/or students can do the following:

- Meet with a teacher at appropriate times to discuss existing problems.
- If the parents, guardians, and/or students are dissatisfied with the teacher's decision or explanation, they can meet with the principal or designee to review the area of concern.
- If further assistance is needed, students or parents may consider a formal complaint (See Section 1.13).

1.3.5. Corporal Punishment

RYSS prohibits corporal punishment as a disciplinary method. Anyone who suspects a student has experienced corporal punishment is directed to file a report with a teacher, principal, or other RYSS personnel.

1.4. LEVELS OF STUDENT MISCONDUCT AND DISCIPLINARY OPTIONS

1.4.1. Level I: Violation of Classroom or Transportation Rules

Each teacher or staff member establishes the rules for the classroom and for school-related activities. The classroom teacher can manage most of the behavior. The teacher may use any of the disciplinary options listed below in maintaining discipline.

Level I acts of misconduct include such behavior as:

- Violations of rules or procedures established by the teacher or staff member
- Refusal to participate in classroom activities
- Unexcused tardiness or absences to class
- Failure to bring required classroom learning tools or assigned work to class
- General misbehavior, such as eating in class, horseplay, making excessive noise, general disruption, or violating campus dress codes
- Any other act that disrupts the classroom or interrupts the educational process of the class
- Failure to deliver or return written communications between home, office, and school
- Disruptive or noncompliant behavior on a school bus, at a school bus stop, or during dismissal of school
- Failure to protect individual computer account passwords from disclosure

Level I disciplinary options/responses include:

- Verbal redirection, correction, or warning
- Teacher-student conference
- Parent contact: note or telephone call to parent
- Student-counselor/principal/caseworker conference
- Detention (maintained by teacher) before or after school
- Other appropriate in-class disciplinary action
- Restriction of school-bus privileges by the bus operator and RYSS administration

Level I procedures:

- Any RYSS staff member who observes a student violating class rules or other school rules may correct the student.
- A record of the offenses and disciplinary actions should be maintained by the teacher or staff member on the appropriate form.
- The teacher should discuss the misbehavior with the parent, an administrator, or support personnel.
- Level I behavior violations and disciplinary options/responses are not limited to those provided. Serious repeated violations may result in a more severe response or referral to Level II.

1.4.2. Level II: Administrator Intervention

Some infractions will result in a referral to the principal or designee. The disciplinary response depends on the offense, previous misbehaviors, and the seriousness of the misbehavior. Level II acts of misconduct include those student acts that interfere with the orderly educational process in the classroom or in the school. A teacher who observes a student engaged in Level II or higher misconduct will fill out a discipline/referral form for the principal or designee. The intervention specialist will forward an oral or written report to the parents.

Level II acts of misconduct include such behavior as:

- Any infraction that goes against RYSS Code of Honor
- Repeated violation of classroom or transportation rules under Level I
- Cheating, plagiarism, or copying the work of other students
- Leaving the classroom or school grounds without the permission of school personnel
- Cutting class or other forms of truancy
- Possession of matches or other flammable materials
- Inappropriate display of affection
- Posting or distributing unauthorized materials on school grounds
- Failure to abide by rules and regulations at extracurricular activities or at co-curricular activities such as field trips
- Loitering in unauthorized areas
- Use or operation of paging devices, including beepers, cell phones, electronic pagers, or any other type of electronic communication system on school campuses or at functions during school hours. In addition to disciplinary action, the unauthorized use or operation of electronic devices will result in confiscation. The Intervention Specialist or other administrator will notify the parent. An administrative fee payable to RYSS will be charged. **NOTE**: *RYSS is not responsible for any confiscated items.*
- Possession of iPods, iPads, headphones, earbuds, mp3 players, personal radios, or personal music or electronic devices at school will not be allowed.
- Cafeteria disturbance
- Violation of a school's mandatory school-uniform policy
- Disruptive behavior on a school bus or at a school bus stop
- Any other acts that interfere with the orderly educational process in the classroom or the school
- Accessing materials and sites on the Internet that are deemed to be inappropriate by RYSS
- Sending or forwarding inappropriate email, including email containing offensive language, cyberbullying, untruthful statements, junk email, chain letters, or jokes
- Any infraction that goes against RYSS Code of Honor.

Level II disciplinary options/responses include:

- Parental contact by phone and written or oral notification to parent or guardian
- Required administrator/student/parent conference
- Detention or placement in in-school suspension (ISS)
- Exclusion from extracurricular activities, such as field trips, and commencement exercises/award ceremonies
- Removal of school transportation privileges

- "Behavior," "behavioral," and/or "conduct" contracts
- Teacher removal of the student from the classroom
- Suspension of transportation privileges
- Any other appropriate disciplinary actions determined by the intervention specialist or administration

Level II procedures include:

- Referral to principal or designee is made by way of written report not to exceed one page in length.
- Administrator confers with student and/or teacher to establish appropriate action.
- Written or oral notification of action is sent to parent. Notification is sent to the teacher indicating action taken.
- The Intervention Specialist retains discipline referral form.
- Level II behavior violations and disciplinary options/responses are not limited to those provided.
- Repeated violations shall result in a more severe response and/or referral to Level III.

1.4.3. Level III: Off-Campus Suspension and/or Placement in ISS

Level III acts include misconduct for which an administrator may suspend the student from attendance at school or place the student into ISS. The principal or designee makes the disciplinary determination. The period of suspension is limited to three days per occurrence. A decision to suspend a student is final and may not be appealed.

Level III acts of misconduct include such behavior as:

- Chronic or repeated disciplinary infractions of Level I and/or Level II offenses
- Fighting
- Gambling
- Misdemeanor stealing/theft of property, including computers and related equipment, in an amount under $750
- Repeated instances of cutting class or other forms of truancy
- Possession of a knife
- Persistent disruptive behavior on a school bus
- Smoking, using, or possessing tobacco or tobacco products
- Interfering with school authorities
- Aggressive, disruptive action or group demonstration that substantially disrupts or materially interferes with school activities. This includes such acts as boycotts, sit-ins, trespassing, and walkouts.
- Failure to comply with reasonable requests of school personnel and/or defiance of the authority of school personnel
- Changing school records or documents or signing a parent's name on school documents
- Failure to adhere to terms of behavior contracts
- Indecent/unsolicited sexual proposal/sexual harassment
- Harassment, including threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or

emotional health

- Selling or soliciting for sale any merchandise on school campus without the authorization of the building principal
- Display of disrespect toward school personnel or campus visitors
- Participation in activities by groups such as gangs and cults
- Wearing dress or attire signifying gang affiliations such as caps, bandanas, etc.…
- Profanity, vulgar language, or obscene gestures
- Possession or use of fireworks, "poppers," smoke or stink bombs, or any other pyrotechnic device that may be used to disrupt the educational process
- Possession of laser pens or laser pointers
- Possession of live ammunition or bullets
- Engaging in threats or other acts of intimidation that interfere with another student's desire or willingness to participate in the educational process
- Any verbal abuse or bullying of others, including but not limited to slurs, name-calling, or derogatory statements to another person because of that person's race, color, religion, national origin, disability, physical/personal appearance, or sexual orientation. Bullying is defined as any act or speech that subjects persons to indignity, humiliation, intimidation, physical abuse or threat of physical abuse, social or other isolation, shame, or disgrace.
- Engaging in assault not involving bodily injury, which is defined as intentionally or knowingly threatening another with imminent bodily injury (Section 22.01(a)(2), Penal Code)
- Misdemeanor criminal mischief (i.e., vandalism) resulting in the destruction or defacing of any property, including surveillance cameras, computers and related equipment, in an amount greater than $20 but less than $1,500. This includes rendering surveillance cameras, computers or related equipment inoperable or damaging them by erasing data with magnets; intentionally introducing viruses, worms, or trojans; or tampering with programs or data without authority.
- "Hacking" or other use of computers to gain unauthorized access to district or other databases, including student, faculty, or district data files, without permission. In addition to any criminal penalties, students may have their computer privileges suspended.
- Use of school computers, facsimile equipment, or other electronic devices, including cell phones or digital cameras, to transmit, receive, view, or display obscene, vulgar, sexually explicit, or racist media or to display information that advocates unlawful activities or provides guidance on the construction or production of weapons, illegal devices, or controlled substances
- Use of the school computer network with the intent to incite violence or aggressive and/or disruptive action on the part of the student body, use of slanderous language, or use of language that promotes racial disorder or sexual harassment and is disruptive to the school environment.
- Use of the school computer network for soliciting or purchasing commercial materials and/or services of any kind
- Sending or forwarding inappropriate emails containing offensive language
- Logging on to a computer, sending email, or accessing the Internet or the district's intranet using a name or password other than the student's own
- Posting unauthorized Web pages, graphic images, or offensive language or comments on a school/district server, Web page, or guest book
- Use of the school computer network to engage in participation in hate groups
- Misdemeanor extortion, which is defined as obtaining money or information from another by coercion or intimidation of a value less than $1,500

- Possession or use of any prescription or nonprescription drug, medicine, vitamins, or other chemical in violation of the Guidelines for Dispensing Medications at School
- Refusal to cooperate in, or interference with, a random metal-detector safety search
- Any other acts of serious misconduct that disrupt the school environment in the classroom and/or school
- Hazing, which means any intentional, knowing, or reckless act directed against a student by one person alone or acting with others that endangers the mental or physical health or the safety of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization or general classification of students whose members are or include other students
- Assisting (directly or indirectly) with the promotion of any behavior prohibited by the RYSS Code of Student Conduct
- Damaging/tampering with school cameras
- Use or possession or electronic cigarettes or vapor products

Level III disciplinary options/responses:

- Required administrator/student/parent conference
- Restitution or restoration, as applicable, for vandalism to property
- Exclusion from extracurricular activities, such as field trips, and commencement exercises/award ceremonies
- Placement of the student into in-school suspension
- Suspension for up to three school days per occurrence
- Removal of transportation services for up to one year
- Restriction or removal of computer-use privileges for up to one year
- Teacher removal of the student from the classroom
- Any other appropriate disciplinary actions determined by the administration

Level III procedures include:

- Referral to principal or designee by way of discipline report will be sent to the parent.
- Principal or designee confers with student and parent about the misconduct. The student is given an opportunity to explain the incident. The administrator determines misconduct.
- Principal or designee decides whether to suspend student or refer him or her to ISS. Written notice of the offenses and the action taken are given to the parent and teacher. If the student is referred to ISS, the parent shall be given a letter stating the reasons for the removal and setting the term. The letter placing the student should state the term of placement in a specific number of days of successful attendance in the ISS. The final day of placement shall extend to a natural transition point such as the end of a grading cycle, a semester, or the end of the school year. Students under the age of 6 may not be placed in ISS.
- If the referral to ISS extends beyond the end of the next grading period or the end of the school year, the rules contained in the procedures Section 1.4.3 for a long-term removal to ISS will be followed.
- Repeated violations shall result in a more severe response and/or Suspension.

1.4.4. Level IV: Required Placement in ISS

A student shall be removed from the classroom and placed in ISS by the principal or designee when the student engages in any conduct listed below. If the student is a threat to the safety of other students or to RYSS employees, it may be determined that ISS placement is in the best interest of the student. Additionally, there is no limitation on length of placement of a student in ISS if it is determined that the student engaged in sexual assault or aggravated sexual assault against another student. Teachers, attendance office and parents will receive notice of ISS assignment. Teachers must provide work. Students must complete work.

Level IV acts of misconduct include such behavior as:

- Felony conduct. There are three instances of felony conduct for which a student must be referred to ISS. The placement made in accordance with this section shall be for any period considered necessary on the basis of the circumstances and facts known; however, the student shall still receive a review of the placement at intervals not to exceed 120 days. The circumstances include:

    1. Engaging in any conduct punishable as a felony on campus, at a school-related function or activity, or within 300 feet of the school property line

    2. While enrolled in RYSS and regardless of the location of the offense, receiving deferred prosecution or a finding by a court or jury of delinquent conduct under the Family Code, or the reasonable belief of the principal that the student has committed a felony under Title 5 of the Penal Code, which includes criminal homicide; murder; capital murder; manslaughter; criminally negligent homicide; false imprisonment; kidnapping; aggravated kidnapping; indecency with a child; sexual assault; aggravated sexual assault; injury to a child, elderly individual, or disabled individual; abandoning or endangering a child; deadly conduct; terroristic threat; aiding suicide; or tampering with a consumer product, regardless of where the offense occurs

    3. Engaging in any conduct punishable as a felony other than one defined in Title 5 of the Penal Code that occurs more than 300 feet from the campus and is not related to a school-based activity or function if the principal reasonably believes that the student has engaged in such felony and the principal also determines that the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process

Level IV misconduct also includes a finding that the student has engaged in the following conduct on a school campus, at a school-related activity, or within 300 feet of school property:

- Engaging in assault, which is defined as intentionally, knowingly, or recklessly causing bodily injury to another and which may include causing bodily injury by recklessly or intentionally pointing a laser pointer or laser pen at another student or a staff member (Section 22.01(a)(1) and Section 1.07(a)(8), Penal Code)
- Selling, giving, delivering to another person, possessing, using, or being under the influence of marijuana, a controlled drug, or other controlled substances (Chapter 481, Health and Safety Code, or 21 U.S.C. Section 801 et seq.), unless punishable as a felony

- Selling, giving, delivering to another person, possessing, using, or being under the influence of a dangerous drug (Chapter 483, Health and Safety Code), unless punishable as a felony
- Possessing, using, or being under the influence of alcohol
- Selling, giving, or delivering an alcoholic beverage to another person
- Committing a serious act or offense while under the influence of alcohol
- Engaging in conduct that contains the elements of an offense relating to an abusable volatile chemical or possession, delivery to a minor, or possession of paraphernalia used with volatile chemicals (Sections 485.031 through 485.034, Health and Safety Code)
- Engaging in conduct that contains elements of the offense of public lewdness or indecent exposure, defined to include offenses against chastity, common decency, morals, and the like.
- Felony stealing/theft of computer equipment or any other property in an amount greater than $75
- Burglary of any RYSS facility
- Defacing of school property with graffiti or other means that results in a loss or destruction to property in an amount less than $20,000.

Level IV misconduct also includes a finding that the student engaged in the following conduct on school property or at a school-sponsored or school-related activity:

- Knowingly making a false report against a staff member that is later determined to be unsubstantiated at the conclusion of any investigation initiated as a result of the report
- Engaging in assault not involving bodily injury, which is defined as intentionally or knowingly causing physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative
- Participation in an illegal organization such as a fraternity, sorority, secret society, gang, cult, or other criminal combination prohibited by law that is defined as an organization composed at least in part of students and that seeks to perpetuate itself by recruiting members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims of the organization (Section 37.121, Texas Education Code). Participation includes indirect participation such as recruiting and indirect guidance or leadership of the activities of gangs, cults, secret societies, and fraternities and sororities
- Repeated possession of ammunition or bullets
- Possession of BB guns, pellet guns, or air rifles
- Possession of electric stun guns or other protective devices designed to administer an electric shock
- Possession of replicas of guns that are sufficiently similar in appearance to a real gun such that, if pointed or shown to another person, a reasonable person may believe the student to be in possession of a firearm
- Possession of drug paraphernalia
- Use of computers or any other means to access and to tamper with RYSS records, to include grade books or any other public school records or any other records of a school-related activity maintained by RYSS
- Level IV additionally includes the following, regardless of whether the offense occurs on school property or at a school-sponsored or school-related activity:
    - Conduct involving a public school that contains the elements of the offense of false

alarm or report or terrorist threat
    - Terrorist threat is defined as threatening to commit violence or harm to any person or property with intent to cause an emergency response or that places any person in fear of imminent serious bodily injury; or interrupting the occupation or use of a building, room, place of assembly, or place to which the public has access by threats of violence or other means, or causing impairment or interruption of public communications, public transportation, the public water, gas, or power supply, or other public service
    - Making a "hit list," in which a student makes a list of people to be harmed by means of a firearm, a knife, or any other object to be used with the intent to cause bodily harm
    - Engaging in the offense of retaliation against any school employee by engaging in conduct such as intentionally or knowingly threatening to harm another by an unlawful act in retaliation for that person's performance of his or her official duties, unless the student engages in conduct punishable as a felony in retaliation against a person, in which case the student may be expelled under Level V

Level IV disciplinary options/responses:

- Required administrator/student/parent conference
- Restitution or restoration, as applicable, for vandalism to property
- Exclusion from extracurricular activities, such as field trips, and commencement exercises/award ceremonies
- Placement of the student into in-school suspension
- Suspension for up to three school days per occurrence
- Removal of transportation services for up to one year
- Restriction or removal of computer-use privileges for up to one year
- Teacher removal of the student from the classroom.
- Any other appropriate disciplinary actions determined by the administration

Level IV procedures include:

- Referral to principal or designee by way of discipline report will be sent to the parent.
- Principal/designee confers with student and parent about the misconduct. The student is given an opportunity to explain the incident. The administrator determines misconduct.
- Principal/designee decides whether to suspend student or refer him or her to ISS. Written notice of the offenses and the action taken are given to the parent and teacher. If the student is referred to ISS, the parent shall be given a letter stating the reasons for the removal and setting the term. The letter placing the student should state the term of placement in a specific number of days of successful attendance in the ISS. The final day of placement shall extend to a natural transition point such as the end of a grading cycle, a semester, or the end of the school year. Students under the age of 6 may not be placed in ISS.

- If the referral to ISS extends beyond the end of the next grading period or the end of the school year, the rules contained in the procedures Section 1.4.3 for a long-term removal to ISS will be followed.
- Repeated violations shall result in a more severe response and/or suspension.

1.4.5. Level V: Expulsion

Level V acts of misconduct include serious misbehavior and/or illegal acts that threaten to impair the educational efficiency of the school and/or that most seriously disrupt the orderly educational process in the classroom and/or school. Under state law, students may be expelled for any violation listed under this section. Expulsions may occur if the Level V act of misbehavior occurs on school property or at a school-related or school-sponsored activity on or off school property. Expulsion means removal of a student from school for more than three days but not longer than one calendar year.

Level V Required Expulsion

A student shall be expelled from school if the student, on school property or while attending a school-sponsored or school-related activity on or off school property, engages in any act of misconduct that qualify for expulsion, such as:

- Uses, exhibits, or possesses** a firearm, which is defined as any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use (Section 46.01(3), Penal Code)
- Uses, exhibits, or possesses** an illegal knife, which is defined under state law (Section 46.01(6), Penal Code) as a knife with a blade over five-and-a-half inches and also includes hand instruments designed to cut or stab by being thrown (martial-arts stars), a dagger, a bowie knife, a sword, or a spear
- Uses, exhibits, or possesses** a club, which is an instrument that is specially designed to inflict serious bodily injury or death when a person is struck with the instrument and includes a blackjack, nightstick, mace, and tomahawk (Section 46.01 (1), Penal Code)
- Uses, exhibits, or possesses** a weapon listed as a prohibited weapon under Section 46.05, Penal Code. Prohibited weapons are an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, a switchblade knife, brass knuckles, armor-piercing ammunition, a chemical-dispensing device, or a zip gun
- Engages in conduct that contains the elements of the offense of:

  a) Aggravated assault, which includes causing serious bodily injury to another during the commission of an assault or using or exhibiting a deadly weapon during the commission of an assault (Section 22.02, Penal Code) and which may include damage to a person's eye caused by pointing a laser pen or laser device at another
  b) Sexual assault (Section 22.011, Penal Code)

c) Aggravated sexual assault, which includes causing or threatening to cause serious bodily injury to another during the commission of a sexual assault or using or exhibiting a deadly weapon during the commission of a sexual assault (Section 22.021, Penal Code)
d) Arson (Section 28.02, Penal Code)
e) Murder (Section 19.02, Penal Code)
f) Capital murder (Section 19.03, Penal Code) or criminal attempt to commit murder or capital murder (Section 15.01, Penal Code)
g) Indecency with a child (Section 21.11, Penal Code)
h) Aggravated kidnapping (Section 20.04, Penal Code)
i) Aggravated robbery (Section 29.03, Penal Code)
j) Manslaughter (Section 19.04, Penal Code)
k) Criminally negligent homicide (Section 19.05, Penal Code)
l) Continued sexual abuse of a child or children (Section 21.02, Penal Code)
m) If punishable as a felony, possessing**, using, selling, giving, delivering, or being under the influence of marijuana, a controlled substance, or a dangerous drug or committing a serious act or offense while being under the influence of an alcoholic beverage, but only if the conduct is punishable as a felony.

- Brings to school a firearm, as defined by 18 U.S.C. Section 921, that includes any weapon, including a starter pistol, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. Students violating this section shall be expelled for at least one year except that:

  a) The superintendent of schools may modify the length of the expulsion in the case of an individual student.
  b) The district must expel the student for one year but may modify the expulsion in order to provide educational services to the expelled student in ISS.
  c) Federal law requires the expulsion of any student who brings a firearm to school for a minimum term of one year.
     - State law does not allow students under the age of 10 to be expelled. The district or other local educational agency shall provide educational services to an expelled student under the age of 10 in a disciplinary alternative education program
     - The district or other local educational agency may provide educational services to an expelled student who is 10 years of age or older in a disciplinary alternative education program
     - The term of the expulsion may be modified by the superintendent/designee in the case of the individual student, complying with state and federal laws

- Additionally, a student shall be expelled for engaging in any conduct containing the elements of an offense for which expulsion is required while retaliating against a district employee as a result of the employee's employment with the district, whether it occurs on or off of school property or at a school-related function.

  ** Possession means actual care, custody, control, or management. A student shall be considered to be in possession of any substance or object prohibited or regulated by

RYSS if the substance or object is:
(1) on the student's person or in the student's personal property, such as the student's clothing, purse, book bag, or briefcase; (2) in any private vehicle used by the student for transportation to or from school or school-related activities, such as an automobile, truck, motorcycle, or bicycle; or (3) in any school property used by the student, such as a locker or desk.

Level V Options/Responses under Optional Expulsion:

- Notification and investigation by local law enforcement is required. If a decision is made by local law enforcement to transport the student, the administrator should normally contact the parents within one hour.
- Required administrator/parent/student conferences
- Exclusion from extracurricular activities, including field trips, and commencement exercises/award ceremonies
- Restitution or restoration as applicable
- Referral to principal or designee, counselors and/or appropriate agencies
- Referral to juvenile court for legal action
- Suspension for up to three consecutive days per occurrence
- Referral to ISS
- Expulsion (more than three consecutive school days per occurrence, but not longer than one year). In cases of a student who engages in sexual assault or aggravated sexual assault against another student, there is no limitation on the length of the expulsion or the length of the placement in ISS

Level V Procedures:

1. The administrator contacts the police to investigate the school infraction and/or illegal act and confers with the student after consulting with law enforcement. If the student is arrested, the parents should be notified within one hour. Any expulsion must include an official police or law-enforcement investigation. However, it is not necessary to await the results of the investigation before proceeding to an expulsion hearing.
2. The investigating building administrator notifies the student and parents or guardians in writing of the reasons for the proposed expulsion and of the disciplinary response to the conduct. If the student withdraws from the district prior to the imposition of an expulsion, the administrator may proceed with determining an appropriate punishment for the offense.
3. A school administrator who is an impartial hearing officer will conduct a full hearing before a decision to expel a student is made.
4. The district shall inform the student's teacher(s) of the conduct of a student who has engaged in any violation listed in this section. The teacher shall keep this information confidential.
5. Students expelled from RYSS are entitled to receive educational services but are not entitled to participate in any regular or extracurricular district programs during the period of the expulsion.

1.4.6. Zero Tolerance of Criminal Charges

All students who unlawfully possess a firearm, illegal knife as defined by state law, explosive, or any other dangerous object or weapon on RYSS property, on school buses, and/or in attendance at RYSS related activities shall be recommended for expulsion. In every case where students engage in conduct that contains the elements of an offense in violation of the Texas Penal Code or Education Code, RYSS will pursue arrest and charges.

1.4.7. Reports to Local Law Enforcement

RYSS has an obligation under the law to notify local law enforcement if the principal has reasonable grounds to believe that any of the following offenses has occurred in school, on school property, or at a school-sponsored or school-related activity on or off school property.

Such offenses include:

- Murder; capital murder
- Aggravated kidnapping
- Aggravated assault
- Injury to a child or an elderly individual
- Sexual assault; aggravated sexual assault
- Arson
- Robbery; aggravated robbery; burglary
- Manufacture or delivery of a controlled substance; manufacture, delivery, or possession of a miscellaneous illegal substance or delivery of marijuana within 1,000 feet of a school or playground
- Deadly conduct, as described by Section 22.05, Penal Code, which includes recklessly engaging in conduct that places another person in imminent danger of serious bodily injury or knowingly discharging a firearm in the direction of an individual, home, or occupied vehicle
- Terrorist threat, which generally involves the threat of a violent act that places a person in fear of serious bodily injury or is designed to incite panic; cause disruption to the use of a public building or space; interrupt the use of public communications, transportation, the water, gas, or power supply, or another public service; or cause an emergency response as more specifically described by Section 22.07, Penal Code
- Use, sale, or possession of a controlled substance, drug paraphernalia, or marijuana, as defined by Chapter 481, Health and Safety Code
- Possession of a club, explosive weapon, firearm, firearm silencer, handgun, illegal knife, knife, brass knuckles, machine gun, short-barrel firearm, switchblade knife, armor-piercing ammunition, hoax bomb, chemical dispensing device, or zip gun, as listed in Sections 46.01(1-14) or Section 46.01(16) of the Penal Code
- Organized criminal activity, which includes commission of murder, capital murder, arson, aggravated robbery, robbery, burglary, theft, aggravated kidnapping, kidnapping, aggravated assault, aggravated sexual assault, sexual assault, forgery, deadly conduct, burglary of a motor vehicle, unauthorized use of a motor vehicle, a gambling offense, or other criminal activity if it is done with the intent to establish or maintain or participate in a collaboration of three or more persons or participate in the profits of such a combination in carrying on criminal activity as further defined under Section 71.02 of the Penal Code
- Any other criminal offense for which a student may or shall be expelled

The principal or designee who notifies local law enforcement of these offenses shall notify each instructional or support staff member who has regular contact with the student who has committed the offense.

1.4.7. 86th Legislation TEC Chapter 37

Beginning this school year 2020-2021 and based on the 86th Legislation on Student Discipline under the Texas Education Code Chapter 37, the following will be implemented in all our schools:

1. It is prohibited the out-of-school suspension of homeless students unless the student engages in certain behaviors defined by TEC §37.005(c)(1)-(3) while on school property or while attending a school-sponsored or school-related activity on or off school property. (Ref. House Bill 692)

2. Effective the 2020-2021 school year, two new conditions that must be considered to determine what is in the best interest of the student before ordering a suspension, removal to a disciplinary alternative education program (DAEP), expulsion, or placement in a juvenile justice alternative education program (JJAEP) (House Bill 811, TEC §37.001(a)(4) amendment), which are:

    a. (E) a student's status in the conservatorship of the Department of Family and Protective Services; or
    b. (F) a student's status as a student who is homeless.

3. It will be implemented a transition plan for students being released from a DAEP, JJAEP, or a juvenile detention center. The school will create a personalized transition plan developed by the campus administrator and other specified persons. (House Bill 2184, TEC §37.023 addendum)

4. The school will provide an alternative means of receiving all course work provided in the classes in the foundation curriculum that the student misses as a result of an in-school or out-of-school suspension. Also, it will include the conduct that contains the elements of the offense of a terroristic threat as described by Penal Code 22.07(c-1), (d), or (e), as a reason that a student must be served academically by a JJAEP during the term of the removal. (House Bill 3012, TEC §37.005 Subsection (e) and TEC §37.011(b) amendments).

5. The school will post on the district's Internet website, for each district campus, the designated person, e-mail address and dedicated telephone number of the campus behavior coordinator under TEC §37.0012) according to Senate Bill 1306, Texas Education Code §26.015.

6. In all schools, the duties for school district peace officers, school resource officers, and security personnel be included in:
   (1) the district improvement plan under TEC §11.252;
   (2) the local student code of conduct adopted under TEC §37.001;

(3) any memorandum of understanding providing for a school resource officer; and
(4) any other campus or district document describing the role of peace officers, school resource officers, or security personnel in the district.
(Ref. Senate Bill 1707, TEC §37.081(d))

7. The schools, when determining whether there is a reasonable belief a student has engaged in conduct defined as a felony offense by the Penal Code, the superintendent or the superintendent's designee may consider all available information, including the information furnished under Article §15.27 (related to notification to schools by law enforcement agencies of the arrest or referral of children), Code of Criminal Procedure, and upon request, the information included in new TEC §37.006(k-1):

   (k-1) In addition to the information provided under Subsection (k), the law enforcement agency shall provide to the superintendent or superintendent's designee information relating to the student that is requested for the purpose of conducting a threat assessment or preparing a safety plan relating to that student. A school board may enter into a memorandum of understanding with a law enforcement agency regarding the exchange of information relevant to conducting a threat assessment or preparing a safety plan. Absent a memorandum of understanding, the information requested by the superintendent or the superintendent's designee shall be considered relevant.

   (Ref. Senate Bill 2135, TEC §37.006(e)).

8. The schools will consider new reasons for which a student must be placed in a DAEP. A student who engages in conduct that contains the elements of the offense of harassment under Texas Penal Code §42.07(a)(1), (2), (3), or (7) against an employee of the school district must be placed in a DAEP. Penal Code §42.07(a):

   A person commits an offense if, with intent to harass, annoy, alarm, abuse, torment, or embarrass another, the person:

   (1) initiates communication and in the course of the communication makes a comment, request, suggestion, or proposal that is obscene;
   (2) threatens, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
   (3) conveys, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
   (7) sends repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

   (Ref. Senate Bill 2432, TEC §37.006(a)(2)

1.5. BULLYING AND HARASSMENT

RYSS prohibits bullying, cyberbullying, harassment and making hit lists. Students who violate this prohibition will be dealt with to the fullest extent allowed in the Student Misconduct section of this handbook, and as allowed by law; at minimum, any incident of bullying is considered a Level III offense (See Section 1.3.3.3).

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by RYSS and that:

- Will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
- Is so sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; or
- Interferes with a student's education or substantially disrupts the operation of a school.

1.5.1. Cyberbullying

Cyberbullying is defined as the use of the Internet, cell phones, or other devices to send, post, or text-message images or material intended to hurt or embarrass another person. This may include, but is not limited to:

- Continuing to send email to someone who has said he or she wants no further contact with the sender; sending or posting threats, sexual remarks
- Ganging up on victims by making them the subject of ridicule in forums and posting false statements as fact intended to humiliate the victim
- Disclosure of personal data such as the victim's real name, address, or school on websites or forums
- Posing as the victim for the purpose of publishing material in his or her name that defames or ridicules him or her
- Sending threatening and harassing texts, instant messages, or emails to the victim
- Posting or sending rumors of gossip to instigate others to dislike and gang up on the target, which is determined to have material and substantial interference with school activities or with the rights of students and teachers

1.5.2. Reporting of Bullying

Anyone (parents, students, employees) who suspects bullying is or has occurred shall report this as soon as possible after the alleged act or knowledge of the alleged act. A report of the alleged acts should be made to a teacher, counselor, principal, or other RYSS employee. Any RYSS employee who receives a report of bullying is required to immediately notify the principal or designee. A record of all reports of bullying shall be reduced to written form. RYSS employees are obligated under penalty of law to report any incident of suspected or actual bullying, and the principal or designee must timely respond to any report, up to and including

taking disciplinary action as described in Section 1.6. Absent extenuating circumstances, the investigation should be completed within ten business days from the date of the report; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

A Bullying Report Form is available in each academy office to be used by students and parents who suspect or have witnessed bullying. To the extent possible, RYSS respects the confidentiality of anyone filing a Bullying Report Form. One can find assistance to fill out this form in the Intervention Office. All reports are investigated.

1.5.3. Bullying and the Special Education Student

In all cases of suspected bullying in which a student enrolled in Special Education is involved, no discipline consequences shall be imposed until an admission, review, and dismissal (ARD) committee meeting has been held to review the conduct.

1.5.4. Examples of Bullying

Behaviors that are not acceptable and considered as bullying include, but is not limited to:

- Any verbal abuse of others, including slurs, name calling, or derogatory statements to another person because of that person's race, color, religion, national origin, disability, physical/personal appearance, or sexual orientation
- Any act or speech that subjects persons to indignity, humiliation, intimidation, physical abuse or threat of physical abuse, social or other isolation, shame, or disgrace
- Cyberbullying (See Section 1.5.1);
- Harming someone's self-worth by verbal and nonverbal communication, for example, teasing, name calling, insulting, intimidating, threatening, making gestures, staring, or eye rolling
- Harming another person's group acceptance through gossip, rumors, trying to ruin his/her reputation, arranging public humiliation, excluding others, getting others to exclude others, or interfering in someone's making or keeping friends in any way

- Engaging in threats or other acts of intimidation that interfere with another student's desire or willingness to participate in the educational process
- Indecent/unsolicited sexual proposal/sexual harassment
- Harassment/dating violence, including threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another, subjecting another student to physical confinement or restraining, or maliciously taking any action that substantially harms another student's physical or emotional health
- Engaging in assault not involving bodily injury, which is defined as intentionally or knowingly threatening another with imminent bodily injury
- "Sexting" or using a cell phone or other personal communication device to send text or email messages or possessing text or email messages containing images reasonably interpreted as indecent or sexually suggestive while at school or at a school-related activity.

NOTE: In addition to any disciplinary action, phones will be confiscate; and any images that are

suspected to violate criminal laws will be referred to law enforcement authorities.

Student Performance in Postsecondary Institutions

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
RAUL YZAGUIRRE SCHOOL FOR SUCCESS								
101806001	RAUL YZAGUIRRE SCHOOL FOR SUCCESS							
	Four-Year Public University	9	1	2	3	2	1	0
	Two-Year Public Colleges	24	9	7	1	3	2	2
	Independent Colleges & Universities	0						
	Not Trackable	4						
	Not Found	19						
	Total High School Graduates	56						

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates From FY 2020
Enrolled in Texas Public or Independent Higher Education Fall 2020

High schools with more than 25 graduates
'Other' records combine records where Total Students for one institution < 5.
'Not trackable' graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
'Not found' graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

County	District	Campus Name	Campus Code	Institution	Students
HARRIS COUNTY	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	HOUSTON T-STEM AND EARLY COLLEGE H	101806001	HOUSTON COMMUNITY COLLEGE (010633)	6
HARRIS COUNTY	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	HOUSTON T-STEM AND EARLY COLLEGE H	101806001	Other Pub/Ind 4-yr Institution (3)	5
HARRIS COUNTY	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	HOUSTON T-STEM AND EARLY COLLEGE H	101806001	Other Pub/Ind 2-yr Institution (1)	4
HARRIS COUNTY	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	HOUSTON T-STEM AND EARLY COLLEGE H	101806001	Not trackable	12
HARRIS COUNTY	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	HOUSTON T-STEM AND EARLY COLLEGE H	101806001	Not found	57
HARRIS COUNTY	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	HOUSTON T-STEM AND EARLY COLLEGE H	101806001	Total high school graduates	84

Source: THECB and TEA - 27 May 2021
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TAPR Glossary

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

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

Performance

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

Other Important Information:

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

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

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

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

STAAR Performance (2020–21)

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

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

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

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

Bilingual Education/ESL (2020–21)

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

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

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

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

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

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

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.

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

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

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

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

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

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

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

STAAR Participation (2020–21)

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

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

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

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

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

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

Attendance and Graduation

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

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

$$\frac{\textbf{total number of days that students in grades 1–12 were present during the 2019–20 school year}}{\textbf{total number of days that students in grades 1–12 were in membership during the 2019–20 school year}}$$

(Data source: PEIMS 42400)

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

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

(Data source: PEIMS 42400)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Information on Cohorts:

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

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

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

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

4-Year Longitudinal Rate

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

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

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

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\textbf{number of students in the 2020 cohort*}}$$

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

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

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

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

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

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

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

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

5-Year Extended Longitudinal Rate

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

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

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

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\textbf{number of students in the 2019 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\textbf{number of students in the 2019 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\textbf{number of students in the 2019 cohort*}}$$

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

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}\end{array}}{\textbf{number of students in the 2019 cohort*}}$$

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

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}\end{array}}{\textbf{number of students in the 2019 cohort*}}$$

6-year Extended Longitudinal Rate

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}}{\textbf{number of students in the 2018 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\textbf{number of students in the 2018 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\textbf{number of students in the 2018 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\textbf{number of students in the 2018 cohort*}}$$

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

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2020}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2020}\end{array}}{\textbf{number of students in the 2018 cohort*}}$$

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

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

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

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

Additional Information about Federal Graduation Rates

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

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

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

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

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

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

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

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

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

(excludes graduates with FHSP degree plans)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

$$\frac{\textbf{number of graduates in SY 2019-20 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2019-20 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2019-20 with reported graduation plans}}$$

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

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile (2020–21)

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

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

(Data source: PEIMS 40203)

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

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

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

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total number of students

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

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

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

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total number of students

Postsecondary Readiness

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

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

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*

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

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

4) **Earn an Associate Degree:** A graduate earning an associate degree prior to graduation from high school. *(Data source: PEIMS 40100)*

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

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

7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

8) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced diploma plan and is identified as a current special education student (*Data source: PEIMS 40203 and 40110)*

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

10) ***Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

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

College, Career, or Military Ready Graduates

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

College Ready Graduates

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

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

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

The percentages are calculated as follows:

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

Either Subject.

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

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

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

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

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

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

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

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

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

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

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

Career/Military Ready Graduates

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

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

$$\frac{\text{number of 2019-20 annual graduates who earned an approved industry-based certification}}{\text{number of 2019-20 annual graduates}}$$

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

$$\frac{\text{number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2019-20 annual graduates}}$$

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

$$\frac{\text{number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2019-20 annual graduates}}$$

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

$$\frac{\text{number of 2019-20 annual graduates who earned a level I or level II certificate}}{\text{number of 2019-20 annual graduates}}$$

CCMR-related Indicators (2020–21)

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

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

$$\frac{\text{number of 2019-20 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2019-20 annual graduates}}$$

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

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

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

All Subjects

$$\frac{\textbf{number of students in grades 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination}}{\textbf{total students enrolled in grades 11 \& 12}}$$

English Language Arts

$$\frac{\textbf{number of students in grades 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in ELA}}{\textbf{total students enrolled in grades 11 \& 12}}$$

Mathematics

$$\frac{\textbf{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in mathematics}}{\textbf{total students enrolled in grades 11 \& 12}}$$

Science

$$\frac{\textbf{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in science}}{\textbf{total students enrolled in grades 11 \& 12}}$$

Social Studies

$$\frac{\textbf{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in social studies}}{\textbf{total students enrolled in grades 11 \& 12}}$$

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

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

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

All Subjects

$$\frac{\textbf{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts

$$\frac{\textbf{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in ELA}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics

$$\frac{\textbf{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in mathematics}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science

$$\frac{\textbf{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in science}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies

$$\frac{\textbf{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in social studies}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

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

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

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

$$\frac{\textbf{number of 2019-20 graduates who took either the SAT or the ACT}}{\textbf{number of 2019-20 graduates reported}}$$

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

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

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

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

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

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

number of 2019-20 graduates who took the SAT

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

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

number of 2019-20 graduates who took the SAT

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

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

number of 2019-20 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

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

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

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

number of 2019-20 graduates who took the ACT

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

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

number of 2019-20 graduates who took the ACT

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

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

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

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

Other Postsecondary Indicators (2020–21)

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

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

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

Any Subject

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

English Language Arts

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

Mathematics

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

Science

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

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

Social Studies

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

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

(Data source: PEIMS 43415)

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

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

number of in 2019-20 annual graduates

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

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

number of graduates during the 2018-19 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

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

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

and

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

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

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

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

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

Profile

Student Information (2020–21)

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

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

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

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

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

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

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

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

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

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

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

(Data source: PEIMS 40100)

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

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

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

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

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

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

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

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

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

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

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

(B) includes —

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

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

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

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

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

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

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

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

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

$$\frac{\textbf{number of students in the 2020–21 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS 40110)

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

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

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

$$\frac{\textbf{number of mobile students in 2019–20}}{\textbf{number of students who were in membership at any time during the 2019–20 school year}}$$

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

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

$$\frac{\textbf{number of students enrolled in fall 2019 – number of students who returned in fall 2020}}{\textbf{number of students enrolled in fall 2019}}$$

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

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

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

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

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

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

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2020–21)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Data source: PEIMS 30050)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix A
Advanced Academic Courses

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

English Language Arts

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

Mathematics

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

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

Technology Applications

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

Fine Arts

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

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

Science

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

A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL

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

Foreign Language

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

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

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

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

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

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

Appendix B
PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

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

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

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

TEACHERS

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

EDUCATIONAL AIDES

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

AUXILIARY STAFF

Employment record, but no responsibility records.

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