Section 1:

2022-2023

Texas Academic Performance Report (TAPR)

2022-23 Texas Academic Performance Report (TAPR)

District Name: SAN ELIZARIO ISD

District Number: 071904

This page is intentionally blank.

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	78%	**66%**	-	66%	*	-	-	-	-	46%	86%	68%	60%	65%	63%
	2022	76%	77%	**59%**	-	59%	-	-	-	-	-	52%	50%	61%	48%	57%	48%
At Meets Grade Level or Above	2023	50%	52%	**37%**	-	38%	*	-	-	-	-	18%	71%	38%	36%	35%	34%
	2022	51%	50%	**28%**	-	28%	-	-	-	-	-	31%	33%	31%	13%	26%	16%
At Masters Grade Level	2023	20%	20%	**13%**	-	13%	*	-	-	-	-	0%	14%	12%	14%	11%	12%
	2022	30%	27%	**14%**	-	14%	-	-	-	-	-	7%	17%	16%	0%	11%	7%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	76%	**73%**	-	72%	*	-	-	-	-	54%	86%	72%	74%	72%	73%
	2022	71%	72%	**62%**	-	62%	-	-	-	-	-	48%	83%	65%	39%	60%	53%
At Meets Grade Level or Above	2023	45%	45%	**30%**	-	30%	*	-	-	-	-	25%	29%	27%	38%	28%	28%
	2022	43%	42%	**27%**	-	27%	-	-	-	-	-	31%	33%	29%	13%	26%	18%
At Masters Grade Level	2023	19%	16%	**10%**	-	10%	*	-	-	-	-	0%	14%	10%	10%	8%	9%
	2022	21%	18%	**7%**	-	7%	-	-	-	-	-	3%	0%	8%	0%	7%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**57%**	-	57%	-	-	-	-	-	39%	71%	58%	53%	56%	46%
	2022	77%	77%	**65%**	-	64%	*	-	-	-	-	47%	69%	65%	63%	63%	58%
At Meets Grade Level or Above	2023	48%	49%	**24%**	-	24%	-	-	-	-	-	24%	43%	29%	11%	23%	14%
	2022	54%	52%	**41%**	-	41%	*	-	-	-	-	29%	46%	39%	49%	40%	35%
At Masters Grade Level	2023	22%	20%	**4%**	-	4%	-	-	-	-	-	3%	0%	6%	0%	4%	2%
	2022	28%	25%	**20%**	-	19%	*	-	-	-	-	9%	15%	19%	24%	19%	15%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	74%	**64%**	-	64%	-	-	-	-	-	45%	86%	70%	45%	62%	59%
	2022	70%	71%	**65%**	-	65%	*	-	-	-	-	38%	77%	66%	63%	64%	63%
At Meets Grade Level or Above	2023	48%	49%	**36%**	-	36%	-	-	-	-	-	30%	43%	40%	23%	35%	30%
	2022	43%	39%	**30%**	-	30%	*	-	-	-	-	21%	46%	30%	32%	29%	27%
At Masters Grade Level	2023	22%	20%	**12%**	-	12%	-	-	-	-	-	3%	0%	13%	11%	11%	8%
	2022	23%	19%	**11%**	-	10%	*	-	-	-	-	6%	8%	12%	7%	10%	9%
Grade 5 Reading																	

	School Year	State	Region 19	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	2023	81%	84%	**71%**	-	71%	-	-	-	-	-	38%	73%	72%	69%	71%	65%
	2022	81%	82%	**76%**	-	76%	-	-	-	-	-	40%	80%	74%	88%	76%	69%
At Meets Grade Level or Above	2023	57%	59%	**42%**	-	42%	-	-	-	-	-	21%	45%	40%	50%	41%	36%
	2022	58%	56%	**44%**	-	44%	-	-	-	-	-	20%	40%	45%	42%	44%	38%
At Masters Grade Level	2023	28%	28%	**16%**	-	16%	-	-	-	-	-	6%	18%	15%	19%	15%	10%
	2022	36%	33%	**19%**	-	19%	-	-	-	-	-	4%	0%	20%	12%	18%	14%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	85%	**81%**	-	81%	-	-	-	-	-	73%	91%	81%	83%	81%	76%
	2022	77%	80%	**79%**	-	79%	-	-	-	-	-	60%	100%	80%	76%	77%	74%
At Meets Grade Level or Above	2023	51%	53%	**44%**	-	44%	-	-	-	-	-	24%	36%	42%	51%	44%	39%
	2022	48%	48%	**39%**	-	39%	-	-	-	-	-	24%	40%	41%	30%	37%	35%
At Masters Grade Level	2023	21%	19%	**9%**	-	9%	-	-	-	-	-	6%	9%	11%	5%	8%	7%
	2022	25%	21%	**13%**	-	13%	-	-	-	-	-	8%	20%	13%	12%	12%	13%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**58%**	-	58%	-	-	-	-	-	26%	73%	56%	67%	58%	57%
	2022	66%	64%	**61%**	-	61%	-	-	-	-	-	35%	60%	59%	66%	58%	55%
At Meets Grade Level or Above	2023	36%	35%	**28%**	-	28%	-	-	-	-	-	12%	45%	27%	33%	27%	27%
	2022	38%	32%	**29%**	-	29%	-	-	-	-	-	17%	40%	30%	22%	26%	25%
At Masters Grade Level	2023	16%	14%	**9%**	-	9%	-	-	-	-	-	0%	18%	8%	12%	8%	10%
	2022	18%	12%	**10%**	-	10%	-	-	-	-	-	9%	0%	10%	9%	9%	8%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	76%	**74%**	-	75%	*	-	-	-	-	32%	*	75%	73%	74%	69%
	2022	70%	68%	**60%**	*	60%	*	-	-	-	-	32%	50%	63%	47%	58%	55%
At Meets Grade Level or Above	2023	52%	48%	**40%**	-	41%	*	-	-	-	-	8%	*	42%	33%	38%	34%
	2022	43%	38%	**40%**	*	40%	*	-	-	-	-	26%	17%	43%	28%	38%	37%
At Masters Grade Level	2023	22%	17%	**10%**	-	10%	*	-	-	-	-	0%	*	10%	10%	8%	8%
	2022	23%	18%	**12%**	*	12%	*	-	-	-	-	6%	17%	12%	16%	12%	11%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	74%	**80%**	-	80%	*	-	-	-	-	68%	*	81%	78%	79%	77%
	2022	73%	71%	**69%**	*	69%	*	-	-	-	-	44%	67%	70%	63%	68%	69%

	School Year	State	Region 19	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	2023	40%	33%	**34%**	-	34%	*	-	-	-	-	24%	*	33%	38%	31%	31%
	2022	39%	33%	**27%**	*	27%	*	-	-	-	-	21%	50%	29%	16%	26%	25%
At Masters Grade Level	2023	16%	10%	**8%**	-	8%	*	-	-	-	-	8%	*	8%	8%	5%	7%
	2022	16%	11%	**7%**	*	7%	*	-	-	-	-	6%	17%	6%	9%	7%	7%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	78%	**67%**	*	67%	*	-	-	-	-	33%	57%	71%	49%	65%	63%
	2022	80%	79%	**64%**	*	64%	*	-	-	-	-	30%	*	65%	59%	62%	60%
At Meets Grade Level or Above	2023	55%	51%	**31%**	*	31%	*	-	-	-	-	24%	14%	34%	17%	31%	28%
	2022	56%	53%	**37%**	*	37%	*	-	-	-	-	21%	*	39%	27%	36%	34%
At Masters Grade Level	2023	27%	22%	**6%**	*	6%	*	-	-	-	-	3%	0%	8%	0%	6%	4%
	2022	37%	33%	**20%**	*	20%	*	-	-	-	-	5%	*	21%	19%	19%	17%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	61%	**50%**	*	50%	*	-	-	-	-	32%	57%	51%	47%	50%	47%
	2022	61%	57%	**50%**	*	51%	*	-	-	-	-	25%	*	50%	53%	48%	49%
At Meets Grade Level or Above	2023	37%	33%	**18%**	*	18%	*	-	-	-	-	18%	29%	20%	11%	19%	15%
	2022	31%	25%	**17%**	*	18%	*	-	-	-	-	14%	*	18%	13%	18%	17%
At Masters Grade Level	2023	11%	8%	**4%**	*	4%	*	-	-	-	-	6%	14%	4%	3%	4%	2%
	2022	13%	9%	**5%**	*	5%	*	-	-	-	-	5%	*	5%	5%	5%	3%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	85%	**78%**	-	78%	-	-	-	-	-	44%	80%	78%	78%	77%	74%
	2022	83%	83%	**76%**	-	75%	*	-	-	-	-	35%	*	74%	86%	75%	71%
At Meets Grade Level or Above	2023	58%	58%	**43%**	-	43%	-	-	-	-	-	17%	60%	44%	41%	41%	37%
	2022	58%	57%	**49%**	-	49%	*	-	-	-	-	12%	*	47%	62%	49%	42%
At Masters Grade Level	2023	28%	25%	**13%**	-	13%	-	-	-	-	-	5%	0%	15%	4%	10%	7%
	2022	37%	35%	**27%**	-	26%	*	-	-	-	-	3%	*	25%	32%	27%	18%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	76%	**77%**	-	77%	-	-	-	-	-	59%	*	77%	77%	78%	76%
	2022	71%	70%	**70%**	-	70%	*	-	-	-	-	50%	*	69%	76%	70%	65%
At Meets Grade Level or Above	2023	46%	42%	**32%**	-	32%	-	-	-	-	-	11%	*	34%	27%	32%	30%
	2022	40%	35%	**36%**	-	36%	*	-	-	-	-	12%	*	37%	35%	36%	33%

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	17%	11%	**5%**	-	5%	-	-	-	-	-	8%	*	4%	7%	4%	4%
	2022	14%	10%	**7%**	-	8%	*	-	-	-	-	6%	*	7%	12%	7%	6%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	76%	**60%**	-	60%	-	-	-	-	-	32%	40%	59%	63%	59%	57%
	2022	74%	73%	**66%**	-	66%	*	-	-	-	-	26%	*	65%	72%	66%	61%
At Meets Grade Level or Above	2023	47%	46%	**29%**	-	29%	-	-	-	-	-	10%	20%	29%	27%	26%	26%
	2022	45%	41%	**33%**	-	33%	*	-	-	-	-	12%	*	32%	38%	33%	27%
At Masters Grade Level	2023	17%	14%	**9%**	-	9%	-	-	-	-	-	7%	0%	10%	4%	7%	7%
	2022	24%	19%	**15%**	-	15%	*	-	-	-	-	0%	*	14%	21%	15%	10%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	62%	**49%**	-	49%	-	-	-	-	-	25%	20%	48%	56%	47%	44%
	2022	61%	56%	**43%**	-	42%	*	-	-	-	-	15%	*	40%	54%	43%	34%
At Meets Grade Level or Above	2023	33%	31%	**19%**	-	19%	-	-	-	-	-	10%	0%	21%	12%	17%	16%
	2022	31%	24%	**13%**	-	13%	*	-	-	-	-	9%	*	14%	10%	13%	9%
At Masters Grade Level	2023	16%	14%	**6%**	-	6%	-	-	-	-	-	8%	0%	7%	4%	5%	5%
	2022	18%	12%	**5%**	-	5%	*	-	-	-	-	0%	*	4%	8%	5%	3%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	71%	**62%**	-	62%	*	-	-	-	-	32%	*	63%	57%	61%	56%
	2022	65%	63%	**52%**	*	52%	-	-	-	-	-	14%	67%	57%	36%	51%	38%
At Meets Grade Level or Above	2023	52%	47%	**34%**	-	34%	*	-	-	-	-	13%	*	34%	33%	33%	29%
	2022	47%	42%	**30%**	*	30%	-	-	-	-	-	9%	33%	32%	21%	29%	17%
At Masters Grade Level	2023	13%	10%	**4%**	-	4%	*	-	-	-	-	5%	*	4%	4%	4%	1%
	2022	11%	7%	**3%**	*	3%	-	-	-	-	-	5%	0%	4%	2%	3%	1%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	73%	**66%**	*	66%	-	-	-	-	-	39%	*	70%	54%	65%	58%
	2022	72%	70%	**58%**	*	58%	-	-	-	-	-	29%	*	61%	46%	57%	40%
At Meets Grade Level or Above	2023	54%	50%	**35%**	*	35%	-	-	-	-	-	10%	*	38%	26%	34%	21%
	2022	55%	51%	**39%**	*	39%	-	-	-	-	-	10%	*	41%	30%	38%	22%

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	9%	6%	**4%**	*	4%	-	-	-	-	-	3%	*	5%	1%	4%	0%
	2022	9%	6%	**2%**	*	2%	-	-	-	-	-	2%	*	2%	0%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	85%	**79%**	*	79%	*	-	-	-	-	70%	*	80%	78%	79%	79%
	2022	76%	81%	**60%**	*	60%	-	-	-	-	-	29%	60%	62%	56%	60%	58%
At Meets Grade Level or Above	2023	43%	47%	**30%**	*	29%	*	-	-	-	-	21%	*	31%	26%	29%	30%
	2022	43%	44%	**22%**	*	22%	-	-	-	-	-	10%	20%	23%	20%	22%	19%
At Masters Grade Level	2023	23%	22%	**13%**	*	13%	*	-	-	-	-	13%	*	14%	10%	12%	13%
	2022	27%	26%	**13%**	*	13%	-	-	-	-	-	7%	0%	13%	10%	13%	9%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	89%	**83%**	-	83%	*	-	-	-	-	73%	*	86%	73%	83%	81%
	2022	83%	82%	**70%**	*	70%	*	-	-	-	-	42%	80%	71%	66%	69%	58%
At Meets Grade Level or Above	2023	56%	51%	**36%**	-	36%	*	-	-	-	-	20%	*	38%	30%	35%	31%
	2022	55%	48%	**30%**	*	29%	*	-	-	-	-	9%	20%	31%	25%	29%	19%
At Masters Grade Level	2023	21%	14%	**9%**	-	10%	*	-	-	-	-	4%	*	10%	8%	9%	6%
	2022	21%	14%	**5%**	*	5%	*	-	-	-	-	5%	0%	5%	4%	5%	3%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	95%	**92%**	*	92%	-	-	-	-	-	91%	*	94%	88%	92%	87%
	2022	89%	90%	**83%**	-	83%	-	-	-	-	-	56%	-	86%	69%	83%	70%
At Meets Grade Level or Above	2023	70%	70%	**55%**	*	55%	-	-	-	-	-	41%	*	59%	41%	54%	44%
	2022	68%	65%	**49%**	-	49%	-	-	-	-	-	44%	-	50%	43%	48%	20%
At Masters Grade Level	2023	38%	35%	**17%**	*	17%	-	-	-	-	-	9%	*	20%	9%	16%	9%
	2022	42%	36%	**21%**	-	21%	-	-	-	-	-	32%	-	21%	22%	20%	9%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	85%	**86%**	-	86%	-	-	-	-	-	-	-	88%	80%	89%	*
	2022	92%	89%	**82%**	-	82%	-	-	-	-	-	-	-	81%	*	78%	-
At Meets Grade Level or Above	2023	61%	46%	**41%**	-	41%	-	-	-	-	-	-	-	41%	40%	44%	*
	2022	64%	48%	**47%**	-	47%	-	-	-	-	-	-	-	50%	*	56%	-

	School Year	State	Region 19	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	2023	12%	2%	**0%**	-	0%	-	-	-	-	-	-	-	0%	0%	0%	*
	2022	13%	2%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	78%	**70%**	80%	70%	89%	-	-	-	-	47%	70%	71%	66%	69%	65%
	2022	74%	74%	**64%**	56%	64%	82%	-	-	-	-	36%	68%	65%	59%	63%	56%
At Meets Grade Level or Above	2023	49%	48%	**34%**	60%	34%	56%	-	-	-	-	19%	37%	35%	30%	33%	29%
	2022	48%	44%	**33%**	56%	33%	64%	-	-	-	-	18%	34%	34%	28%	32%	25%
At Masters Grade Level	2023	20%	17%	**9%**	20%	9%	22%	-	-	-	-	5%	8%	10%	7%	8%	6%
	2022	23%	19%	**11%**	0%	11%	45%	-	-	-	-	6%	7%	11%	10%	10%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	77%	**67%**	*	67%	*	-	-	-	-	38%	67%	69%	61%	66%	61%
	2022	75%	74%	**62%**	60%	62%	*	-	-	-	-	33%	64%	64%	54%	61%	53%
At Meets Grade Level or Above	2023	53%	51%	**36%**	*	36%	*	-	-	-	-	17%	43%	37%	31%	34%	29%
	2022	53%	49%	**38%**	60%	38%	*	-	-	-	-	19%	36%	39%	32%	37%	29%
At Masters Grade Level	2023	20%	17%	**8%**	*	8%	*	-	-	-	-	4%	7%	9%	6%	7%	5%
	2022	25%	21%	**12%**	0%	12%	*	-	-	-	-	5%	9%	13%	10%	12%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**73%**	*	73%	*	-	-	-	-	58%	81%	74%	70%	72%	70%
	2022	72%	73%	**64%**	*	64%	*	-	-	-	-	40%	73%	65%	61%	63%	61%
At Meets Grade Level or Above	2023	45%	44%	**32%**	*	32%	*	-	-	-	-	22%	35%	32%	30%	31%	29%
	2022	42%	39%	**28%**	*	27%	*	-	-	-	-	18%	35%	29%	23%	27%	24%
At Masters Grade Level	2023	19%	15%	**9%**	*	9%	*	-	-	-	-	7%	7%	9%	8%	8%	7%
	2022	20%	17%	**9%**	*	9%	*	-	-	-	-	6%	8%	9%	8%	9%	8%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	79%	**70%**	-	70%	*	-	-	-	-	46%	61%	70%	68%	69%	68%
	2022	76%	75%	**67%**	*	66%	*	-	-	-	-	35%	64%	66%	68%	66%	58%
At Meets Grade Level or Above	2023	47%	45%	**32%**	-	32%	*	-	-	-	-	14%	33%	32%	30%	30%	28%
	2022	47%	41%	**30%**	*	30%	*	-	-	-	-	12%	27%	31%	28%	30%	23%

	School Year	State	Region 19	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	2023	18%	14%	**9%**	-	9%	*	-	-	-	-	4%	11%	9%	8%	8%	7%
	2022	21%	15%	**9%**	*	9%	*	-	-	-	-	4%	0%	9%	9%	9%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	80%	**71%**	*	71%	-	-	-	-	-	54%	50%	71%	72%	70%	62%
	2022	75%	75%	**64%**	-	64%	*	-	-	-	-	32%	*	64%	63%	63%	49%
At Meets Grade Level or Above	2023	52%	52%	**37%**	*	37%	-	-	-	-	-	24%	13%	40%	27%	36%	28%
	2022	50%	46%	**32%**	-	32%	*	-	-	-	-	24%	*	33%	28%	31%	13%
At Masters Grade Level	2023	27%	25%	**12%**	*	12%	-	-	-	-	-	8%	13%	13%	6%	11%	7%
	2022	30%	25%	**14%**	-	14%	*	-	-	-	-	14%	*	13%	16%	13%	6%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	37%	**24%**	-	24%	*	-	-	-	-	18%	29%	23%	26%	22%	20%
	2022	36%	34%	**20%**	-	20%	-	-	-	-	-	24%	33%	21%	13%	19%	10%
Reading and Mathematics Including EOC	2023	37%	37%	**24%**	-	24%	*	-	-	-	-	18%	29%	23%	26%	22%	20%
	2022	36%	34%	**20%**	-	20%	-	-	-	-	-	24%	33%	21%	13%	19%	10%
Reading Including EOC	2023	50%	52%	**37%**	-	38%	*	-	-	-	-	18%	71%	38%	36%	35%	34%
	2022	51%	50%	**28%**	-	28%	-	-	-	-	-	31%	33%	31%	13%	26%	16%
Math Including EOC	2023	45%	45%	**30%**	-	30%	*	-	-	-	-	25%	29%	27%	38%	28%	28%
	2022	43%	42%	**27%**	-	27%	-	-	-	-	-	31%	33%	29%	13%	26%	18%
4th Graders																	
Reading and Mathematics	2023	38%	37%	**19%**	-	19%	-	-	-	-	-	21%	29%	22%	11%	17%	13%
	2022	36%	32%	**24%**	-	23%	*	-	-	-	-	21%	31%	23%	27%	22%	20%
Reading and Mathematics Including EOC	2023	38%	37%	**19%**	-	19%	-	-	-	-	-	21%	29%	22%	11%	17%	13%
	2022	36%	32%	**24%**	-	23%	*	-	-	-	-	21%	31%	23%	27%	22%	20%
Reading Including EOC	2023	48%	49%	**24%**	-	24%	-	-	-	-	-	24%	43%	29%	11%	23%	14%
	2022	54%	52%	**41%**	-	41%	*	-	-	-	-	29%	46%	39%	49%	40%	35%
Math Including EOC	2023	48%	49%	**36%**	-	36%	-	-	-	-	-	30%	43%	40%	23%	35%	30%
	2022	43%	39%	**30%**	-	30%	*	-	-	-	-	21%	46%	30%	32%	29%	27%
5th Graders																	
Reading and Mathematics	2023	43%	44%	**32%**	-	32%	-	-	-	-	-	15%	36%	31%	34%	31%	27%
	2022	41%	39%	**26%**	-	26%	-	-	-	-	-	16%	20%	28%	18%	24%	23%

	School Year	State	Region 19	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)
Reading and Mathematics Including EOC	2023	43%	44%	**32%**	-	32%	-	-	-	-	-	15%	36%	31%	34%	31%	27%
	2022	41%	39%	**26%**	-	26%	-	-	-	-	-	16%	20%	28%	18%	24%	23%
Reading Including EOC	2023	57%	59%	**42%**	-	42%	-	-	-	-	-	21%	45%	40%	50%	41%	36%
	2022	58%	56%	**44%**	-	44%	-	-	-	-	-	20%	40%	45%	42%	44%	38%
Math Including EOC	2023	51%	53%	**44%**	-	44%	-	-	-	-	-	24%	36%	42%	51%	44%	39%
	2022	48%	48%	**39%**	-	39%	-	-	-	-	-	24%	40%	41%	30%	37%	35%
6th Graders																	
Reading and Mathematics	2023	35%	28%	**23%**	-	23%	*	-	-	-	-	8%	*	23%	23%	20%	21%
	2022	31%	25%	**22%**	*	22%	*	-	-	-	-	21%	17%	23%	16%	22%	20%
Reading and Mathematics Including EOC	2023	35%	28%	**23%**	-	23%	*	-	-	-	-	8%	*	23%	23%	20%	21%
	2022	31%	25%	**22%**	*	22%	*	-	-	-	-	21%	17%	23%	16%	22%	20%
Reading Including EOC	2023	52%	48%	**40%**	-	41%	*	-	-	-	-	8%	*	42%	33%	38%	34%
	2022	43%	38%	**40%**	*	40%	*	-	-	-	-	26%	17%	43%	28%	38%	37%
Math Including EOC	2023	40%	33%	**34%**	-	34%	*	-	-	-	-	24%	*	33%	38%	31%	31%
	2022	40%	33%	**27%**	*	27%	*	-	-	-	-	21%	50%	29%	16%	26%	25%
7th Graders																	
Reading and Mathematics	2023	37%	31%	**13%**	*	12%	*	-	-	-	-	18%	14%	14%	6%	13%	11%
	2022	32%	25%	**16%**	*	16%	-	-	-	-	-	14%	*	17%	8%	15%	15%
Reading and Mathematics Including EOC	2023	38%	32%	**13%**	*	12%	*	-	-	-	-	18%	14%	14%	6%	13%	11%
	2022	33%	25%	**16%**	*	16%	-	-	-	-	-	14%	*	17%	8%	15%	15%
Reading Including EOC	2023	55%	51%	**31%**	*	31%	*	-	-	-	-	24%	14%	34%	17%	31%	28%
	2022	56%	53%	**37%**	*	37%	*	-	-	-	-	21%	*	39%	27%	36%	34%
Math Including EOC	2023	43%	37%	**18%**	*	18%	*	-	-	-	-	18%	29%	20%	11%	19%	15%
	2022	37%	28%	**17%**	*	18%	*	-	-	-	-	14%	*	18%	13%	18%	17%
8th Graders																	
Reading and Mathematics	2023	31%	27%	**21%**	-	21%	-	-	-	-	-	11%	*	22%	20%	21%	17%
	2022	27%	23%	**25%**	-	24%	*	-	-	-	-	6%	*	23%	31%	24%	21%
Reading and Mathematics Including EOC	2023	44%	42%	**33%**	-	33%	-	-	-	-	-	13%	40%	35%	24%	30%	27%
	2022	41%	40%	**35%**	-	34%	*	-	-	-	-	6%	*	34%	38%	34%	27%
Reading Including EOC	2023	58%	58%	**43%**	-	43%	-	-	-	-	-	17%	60%	44%	41%	41%	37%
	2022	58%	57%	**50%**	-	49%	*	-	-	-	-	12%	*	47%	62%	49%	42%

	School Year	State	Region 19	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)
Math Including EOC	2023	51%	51%	**44%**	-	44%	-	-	-	-	-	15%	40%	46%	34%	42%	42%
	2022	48%	48%	**45%**	-	45%	*	-	-	-	-	12%	*	46%	44%	45%	39%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	35%	**22%**	*	22%	*	-	-	-	-	15%	30%	22%	20%	20%	18%
	2022	34%	30%	**22%**	*	22%	*	-	-	-	-	17%	23%	22%	19%	21%	18%
Reading and Mathematics Including EOC	2023	39%	37%	**24%**	*	24%	*	-	-	-	-	16%	29%	25%	21%	22%	20%
	2022	36%	32%	**24%**	*	24%	*	-	-	-	-	17%	23%	24%	21%	23%	19%
Reading Including EOC	2023	53%	53%	**37%**	*	37%	*	-	-	-	-	19%	46%	38%	32%	35%	31%
	2022	53%	51%	**40%**	*	40%	*	-	-	-	-	23%	34%	41%	39%	39%	34%
Math Including EOC	2023	47%	45%	**35%**	*	35%	*	-	-	-	-	22%	37%	35%	33%	33%	31%
	2022	43%	40%	**31%**	*	31%	*	-	-	-	-	20%	37%	32%	26%	30%	27%

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

\- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	School Year	State	Region19	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)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**41%**	-	41%	-	-	-	-	-	42%	36%	41%	41%	43%	38%
Grade 4 Mathematics	2023	63%	65%	**67%**	-	67%	-	-	-	-	-	56%	71%	68%	65%	66%	67%
Grade 5 ELA/Reading	2023	65%	69%	**61%**	-	61%	-	-	-	-	-	47%	59%	60%	64%	60%	58%
Grade 5 Mathematics	2023	71%	75%	**75%**	-	75%	-	-	-	-	-	89%	59%	74%	81%	75%	75%
Grade 6 ELA/Reading	2023	51%	46%	**46%**	-	46%	*	-	-	-	-	35%	*	49%	32%	43%	44%
Grade 6 Mathematics	2023	54%	45%	**53%**	-	53%	*	-	-	-	-	60%	*	52%	55%	51%	53%
Grade 7 ELA/Reading	2023	71%	72%	**55%**	*	55%	*	-	-	-	-	50%	50%	56%	53%	56%	54%
Grade 7 Mathematics	2023	56%	54%	**40%**	*	39%	*	-	-	-	-	45%	64%	39%	44%	40%	35%
Grade 8 ELA/Reading	2023	63%	66%	**69%**	-	69%	-	-	-	-	-	51%	100%	70%	66%	68%	67%
Grade 8 Mathematics	2023	74%	76%	**81%**	-	81%	-	-	-	-	-	68%	*	81%	78%	81%	79%
End of Course English I	2023	57%	55%	**52%**	-	51%	*	-	-	-	-	41%	-	49%	63%	51%	49%
End of Course English II	2023	74%	74%	**69%**	*	69%	-	-	-	-	-	72%	*	74%	54%	68%	60%
End of Course Algebra I	2023	76%	82%	**69%**	-	69%	*	-	-	-	-	70%	*	69%	66%	68%	71%
All Grades Both Subjects	2023	64%	65%	**60%**	*	60%	75%	-	-	-	-	56%	58%	61%	59%	60%	58%
All Grades ELA/Reading	2023	63%	63%	**57%**	*	57%	*	-	-	-	-	47%	57%	58%	54%	57%	54%
All Grades Mathematics	2023	66%	66%	**64%**	*	64%	*	-	-	-	-	65%	59%	64%	66%	64%	63%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	37%	**24%**	-	24%	-	-	-	-	-	7%	*	21%	32%	25%	22%
Grade 4 Mathematics	2023	27%	34%	**31%**	-	31%	-	-	-	-	-	6%	*	33%	26%	29%	32%
Grade 5 ELA/Reading	2023	37%	44%	**32%**	-	32%	-	-	-	-	-	15%	*	36%	17%	32%	29%
Grade 5 Mathematics	2023	48%	59%	**52%**	-	52%	-	-	-	-	-	64%	*	48%	61%	52%	43%
Grade 6 ELA/Reading	2023	26%	30%	**32%**	-	32%	-	-	-	-	-	7%	*	34%	17%	33%	30%
Grade 6 Mathematics	2023	35%	36%	**36%**	-	36%	-	-	-	-	-	40%	*	43%	13%	37%	38%
Grade 7 ELA/Reading	2023	39%	43%	**36%**	*	36%	-	-	-	-	-	9%	*	39%	26%	34%	33%
Grade 7 Mathematics	2023	22%	23%	**24%**	*	23%	-	-	-	-	-	16%	*	22%	33%	25%	17%
Grade 8 ELA/Reading	2023	39%	45%	**41%**	-	41%	-	-	-	-	-	19%	*	41%	39%	40%	40%
Grade 8 Mathematics	2023	49%	57%	**69%**	-	69%	-	-	-	-	-	54%	*	70%	65%	71%	68%
End of Course English I	2023	26%	30%	**29%**	-	29%	-	-	-	-	-	19%	-	26%	50%	26%	27%
End of Course English II	2023	41%	41%	**45%**	-	45%	-	-	-	-	-	46%	*	52%	31%	46%	43%
End of Course Algebra I	2023	58%	73%	**64%**	-	64%	-	-	-	-	-	67%	-	62%	86%	63%	65%
All Grades Both Subjects	2023	38%	44%	**41%**	*	41%	-	-	-	-	-	29%	42%	43%	38%	41%	39%
All Grades ELA/Reading	2023	35%	39%	**35%**	*	35%	-	-	-	-	-	17%	36%	36%	31%	35%	33%
All Grades Mathematics	2023	40%	49%	**49%**	*	49%	-	-	-	-	-	43%	50%	50%	46%	49%	47%

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

- Indicates there are no students in the group.

	School Year	State	Region 19	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	2023	76%	78%	**70%**	63%	63%	-	-	65%	-	63%	-	63%	-	68%	81%	64%	93%
	2022	74%	74%	**64%**	57%	57%	-	-	-	-	50%	-	50%	-	56%	77%	54%	89%
At Meets Grade Level or Above	2023	49%	48%	**34%**	28%	28%	-	-	28%	-	24%	-	24%	-	32%	47%	27%	71%
	2022	48%	44%	**33%**	24%	24%	-	-	-	-	20%	-	20%	-	28%	46%	23%	60%
At Masters Grade Level	2023	20%	17%	**9%**	8%	7%	-	-	11%	-	3%	-	3%	-	6%	15%	5%	28%
	2022	23%	19%	**11%**	8%	8%	-	-	-	-	5%	-	5%	-	8%	16%	7%	25%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	77%	**67%**	60%	59%	-	-	60%	-	59%	-	59%	-	62%	83%	60%	94%
	2022	75%	74%	**62%**	54%	54%	-	-	-	-	46%	-	46%	-	55%	79%	50%	90%
At Meets Grade Level or Above	2023	53%	51%	**36%**	26%	25%	-	-	31%	-	24%	-	24%	-	33%	54%	26%	80%
	2022	53%	49%	**38%**	27%	27%	-	-	-	-	23%	-	23%	-	34%	54%	26%	66%
At Masters Grade Level	2023	20%	17%	**8%**	7%	5%	-	-	12%	-	1%	-	1%	-	3%	16%	3%	38%
	2022	25%	21%	**12%**	9%	9%	-	-	-	-	5%	-	5%	-	10%	19%	8%	24%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**73%**	69%	69%	-	-	70%	-	68%	-	68%	-	74%	79%	69%	95%
	2022	72%	73%	**64%**	62%	62%	-	-	-	-	56%	-	56%	-	58%	71%	59%	83%
At Meets Grade Level or Above	2023	45%	44%	**32%**	30%	32%	-	-	25%	-	24%	-	24%	-	27%	38%	27%	67%
	2022	42%	39%	**28%**	22%	22%	-	-	-	-	20%	-	20%	-	27%	33%	22%	52%
At Masters Grade Level	2023	19%	15%	**9%**	8%	7%	-	-	11%	-	6%	-	6%	-	5%	13%	7%	25%
	2022	20%	17%	**9%**	7%	7%	-	-	-	-	5%	-	5%	-	8%	10%	7%	26%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	79%	**70%**	57%	57%	-	-	-	-	69%	-	69%	-	66%	75%	66%	92%
	2022	76%	75%	**67%**	50%	50%	-	-	-	-	58%	-	58%	-	52%	80%	55%	94%
At Meets Grade Level or Above	2023	47%	45%	**32%**	26%	26%	-	-	-	-	24%	-	24%	-	36%	42%	26%	65%
	2022	47%	41%	**30%**	23%	23%	-	-	-	-	20%	-	20%	-	16%	38%	20%	66%
At Masters Grade Level	2023	18%	14%	**9%**	11%	11%	-	-	-	-	5%	-	5%	-	8%	15%	6%	19%
	2022	21%	15%	**9%**	6%	6%	-	-	-	-	5%	-	5%	-	4%	12%	5%	24%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	80%	**71%**	-	-	-	-	-	-	58%	-	58%	-	72%	86%	61%	88%
	2022	75%	75%	**64%**	-	-	-	-	-	-	43%	-	43%	-	57%	84%	46%	88%
At Meets Grade Level or Above	2023	52%	52%	**37%**	-	-	-	-	-	-	24%	-	24%	-	34%	53%	26%	62%
	2022	50%	46%	**32%**	-	-	-	-	-	-	8%	-	8%	-	24%	61%	11%	46%
At Masters Grade Level	2023	27%	25%	**12%**	-	-	-	-	-	-	4%	-	4%	-	13%	20%	6%	19%
	2022	30%	25%	**14%**	-	-	-	-	-	-	3%	-	3%	-	10%	24%	5%	27%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**60%**	55%	55%	-	-	*	-	59%	-	59%	-	57%	66%	57%	76%
All Grades ELA/Reading	2023	63%	63%	**57%**	44%	44%	-	-	*	-	58%	-	58%	-	52%	65%	52%	77%

	School Year	State	Region 19	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
All Grades Mathematics	2023	66%	66%	**64%**	65%	65%	-	-	*	-	60%	-	60%	-	63%	67%	62%	76%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	44%	**41%**	32%	32%	-	-	-	-	43%	-	43%	-	40%	53%	39%	86%
All Grades ELA/Reading	2023	35%	39%	**35%**	27%	27%	-	-	-	-	37%	-	37%	-	30%	47%	33%	*
All Grades Mathematics	2023	40%	49%	**49%**	37%	37%	-	-	-	-	52%	-	52%	-	51%	59%	46%	100%

* 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.

	State	Region 19	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**97%**	100%	97%	100%	-	-	-	-	95%	100%	98%	92%	97%	97%
Included in Accountability	93%	92%	**90%**	100%	91%	60%	-	-	-	-	89%	97%	95%	76%	91%	90%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	3%	40%	-	-	-	-	3%	2%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	2%	3%	**3%**	0%	3%	0%	-	-	-	-	3%	2%	2%	5%	3%	4%
Not Tested	1%	1%	**3%**	0%	3%	0%	-	-	-	-	5%	0%	2%	8%	3%	3%
Absent	1%	1%	**3%**	0%	3%	0%	-	-	-	-	5%	0%	2%	8%	3%	3%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**97%**	*	97%	100%	-	-	-	-	97%	100%	99%	90%	97%	98%
Included in Accountability	92%	90%	**88%**	*	88%	67%	-	-	-	-	86%	94%	93%	74%	88%	87%
Not Included in Accountability: Mobile	4%	4%	**4%**	*	3%	33%	-	-	-	-	3%	2%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	3%	5%	**5%**	*	5%	0%	-	-	-	-	8%	4%	5%	7%	5%	7%
Not Tested	1%	1%	**3%**	*	3%	0%	-	-	-	-	3%	0%	1%	10%	3%	2%
Absent	1%	1%	**3%**	*	3%	0%	-	-	-	-	3%	0%	1%	10%	3%	2%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	*	98%	100%	-	-	-	-	95%	100%	99%	95%	98%	98%
Included in Accountability	94%	93%	**93%**	*	93%	67%	-	-	-	-	91%	98%	97%	80%	94%	94%
Not Included in Accountability: Mobile	5%	4%	**4%**	*	3%	33%	-	-	-	-	3%	2%	1%	11%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	*	1%	0%	-	-	-	-	0%	0%	0%	5%	1%	2%
Not Tested	1%	1%	**2%**	*	2%	0%	-	-	-	-	5%	0%	1%	5%	2%	2%
Absent	1%	1%	**2%**	*	2%	0%	-	-	-	-	5%	0%	1%	5%	2%	2%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**96%**	-	96%	*	-	-	-	-	93%	100%	98%	91%	96%	96%
Included in Accountability	93%	92%	**90%**	-	91%	*	-	-	-	-	89%	100%	96%	74%	91%	91%
Not Included in Accountability: Mobile	4%	4%	**4%**	-	4%	*	-	-	-	-	4%	0%	1%	12%	4%	3%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	*	-	-	-	-	0%	0%	0%	5%	1%	2%
Not Tested	1%	1%	**4%**	-	4%	*	-	-	-	-	7%	0%	2%	9%	4%	4%

	State	Region 19	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)
Absent	1%	1%	**4%**	-	4%	*	-	-	-	-	7%	0%	2%	9%	4%	4%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**95%**	*	95%	*	-	-	-	-	92%	100%	97%	90%	95%	95%
Included in Accountability	94%	94%	**92%**	*	93%	*	-	-	-	-	92%	100%	96%	79%	93%	92%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	2%	*	-	-	-	-	0%	0%	0%	10%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	1%	0%	0%
Not Tested	1%	1%	**5%**	*	5%	*	-	-	-	-	8%	0%	3%	10%	5%	5%
Absent	1%	1%	**5%**	*	5%	*	-	-	-	-	6%	0%	3%	10%	5%	5%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	1%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	99%	**96%**	-	96%	-	-	-	-	-	-	-	94%	100%	95%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	84%	100%	-	-	-	99%	99%	99%	97%	99%	99%
Included in Accountability	93%	92%	**91%**	100%	91%	58%	0%	-	-	-	92%	86%	97%	71%	91%	90%
Not Included in Accountability: Mobile	5%	3%	**5%**	0%	4%	26%	100%	-	-	-	4%	13%	1%	18%	4%	4%
Not Included in Accountability: Other Exclusions	1%	3%	**3%**	0%	3%	0%	0%	-	-	-	3%	0%	2%	8%	3%	5%
Not Tested	1%	1%	**1%**	0%	1%	16%	0%	-	-	-	1%	1%	1%	3%	1%	1%
Absent	1%	1%	**1%**	0%	1%	16%	0%	-	-	-	1%	1%	1%	3%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	99%	86%	*	-	-	-	98%	98%	99%	97%	99%	99%
Included in Accountability	92%	90%	**88%**	100%	89%	57%	*	-	-	-	87%	85%	94%	69%	89%	87%
Not Included in Accountability: Mobile	5%	3%	**5%**	0%	5%	29%	*	-	-	-	4%	13%	1%	18%	4%	5%
Not Included in Accountability: Other Exclusions	2%	5%	**5%**	0%	6%	0%	*	-	-	-	7%	0%	4%	10%	6%	8%
Not Tested	1%	1%	**1%**	0%	1%	14%	*	-	-	-	2%	2%	1%	3%	1%	1%
Absent	1%	1%	**1%**	0%	1%	14%	*	-	-	-	1%	2%	1%	3%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	*	99%	75%	*	-	-	-	99%	100%	99%	98%	99%	99%
Included in Accountability	93%	94%	**92%**	*	92%	50%	*	-	-	-	95%	85%	98%	70%	93%	92%

	State	Region 19	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)
Not Included in Accountability: Mobile	5%	4%	**5%**	*	5%	25%	*	-	-	-	4%	15%	1%	21%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	1%	0%	*	-	-	-	0%	0%	0%	6%	2%	2%
Not Tested	1%	1%	**1%**	*	1%	25%	*	-	-	-	1%	0%	1%	2%	1%	1%
Absent	1%	1%	**1%**	*	1%	25%	*	-	-	-	1%	0%	1%	2%	1%	1%
Other	0%	0%	**0%**	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**99%**	*	99%	*	*	-	-	-	98%	100%	99%	97%	98%	99%
Included in Accountability	93%	92%	**92%**	*	92%	*	*	-	-	-	94%	100%	99%	71%	93%	92%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	4%	*	*	-	-	-	4%	0%	0%	15%	3%	3%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	*	2%	*	*	-	-	-	0%	0%	0%	10%	3%	4%
Not Tested	2%	2%	**1%**	*	1%	*	*	-	-	-	2%	0%	1%	3%	2%	1%
Absent	1%	2%	**1%**	*	1%	*	*	-	-	-	2%	0%	1%	3%	2%	1%
Other	0%	0%	**0%**	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	**99%**	-	99%	*	*	-	-	-	100%	*	99%	98%	99%	99%
Included in Accountability	94%	94%	**96%**	-	96%	*	*	-	-	-	97%	*	98%	84%	96%	96%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	2%	*	*	-	-	-	3%	*	1%	10%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	*	*	-	-	-	0%	*	0%	4%	1%	1%
Not Tested	2%	2%	**1%**	-	1%	*	*	-	-	-	0%	*	1%	2%	1%	1%
Absent	1%	2%	**1%**	-	1%	*	*	-	-	-	0%	*	1%	2%	1%	1%
Other	0%	0%	**0%**	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	93%	**85%**	-	85%	-	-	-	-	-	-	-	84%	*	75%	-

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	91.3%	**90.9%**	*	90.9%	86.5%	*	-	-	*	88.8%	90.7%	91.2%
2020-21	95.0%	96.4%	**95.4%**	*	95.4%	97.5%	-	-	-	*	93.3%	95.2%	94.8%
Chronic Absenteeism													
2021-22	25.7%	29.5%	**34.0%**	*	34.0%	42.9%	*	-	-	*	44.3%	34.7%	32.4%
2020-21	15.0%	10.0%	**14.3%**	*	14.4%	11.8%	-	-	-	*	21.1%	14.3%	16.6%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.6%	**0.5%**	*	0.4%	*	*	-	-	-	1.2%	0.6%	0.0%
2020-21	0.9%	0.6%	**0.9%**	*	0.9%	*	-	-	-	-	1.7%	0.6%	0.3%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	2.8%	**4.1%**	*	4.1%	*	-	-	-	-	6.3%	4.4%	4.3%
2020-21	2.4%	2.6%	**2.6%**	*	2.6%	0.0%	-	-	-	-	4.0%	2.5%	2.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	86.6%	**81.7%**	-	81.7%	*	-	-	-	-	65.6%	80.6%	78.5%
Received TxCHSE	0.3%	0.7%	**0.4%**	-	0.4%	*	-	-	-	-	0.0%	0.4%	0.0%
Continued HS	3.5%	5.4%	**5.4%**	-	5.4%	*	-	-	-	-	12.5%	5.0%	5.6%
Dropped Out	6.4%	7.4%	**12.5%**	-	12.6%	*	-	-	-	-	21.9%	14.0%	15.9%
Graduates and TxCHSE	90.0%	87.2%	**82.1%**	-	82.0%	*	-	-	-	-	65.6%	81.0%	78.5%
Graduates, TxCHSE, and Continuers	93.6%	92.6%	**87.5%**	-	87.4%	*	-	-	-	-	78.1%	86.0%	84.1%
Class of 2021													
Graduated	90.0%	85.5%	**86.3%**	*	86.1%	*	-	-	-	-	77.3%	85.9%	81.6%
Received TxCHSE	0.3%	0.6%	**0.4%**	*	0.4%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	3.9%	6.9%	**5.0%**	*	5.0%	*	-	-	-	-	13.6%	4.9%	8.2%
Dropped Out	5.8%	6.9%	**8.3%**	*	8.4%	*	-	-	-	-	9.1%	8.8%	10.2%
Graduates and TxCHSE	90.3%	86.2%	**86.7%**	*	86.6%	*	-	-	-	-	77.3%	86.3%	81.6%
Graduates, TxCHSE, and Continuers	94.2%	93.1%	**91.7%**	*	91.6%	*	-	-	-	-	90.9%	91.2%	89.8%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	90.1%	**90.0%**	*	89.9%	*	-	-	-	-	87.5%	89.3%	87.8%
Received TxCHSE	0.4%	0.9%	**0.4%**	*	0.4%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	1.0%	1.3%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	7.7%	**9.6%**	*	9.7%	*	-	-	-	-	12.5%	10.2%	12.2%
Graduates and TxCHSE	92.7%	91.0%	**90.4%**	*	90.3%	*	-	-	-	-	87.5%	89.8%	87.8%

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	92.3%	**90.4%**	*	90.3%	*	-	-	-	-	87.5%	89.8%	87.8%
Class of 2020													
Graduated	92.2%	91.2%	**91.4%**	-	91.3%	*	*	-	-	-	85.7%	91.4%	84.4%
Received TxCHSE	0.5%	0.9%	**1.3%**	-	1.3%	*	*	-	-	-	0.0%	1.4%	0.0%
Continued HS	1.1%	1.3%	**0.4%**	-	0.4%	*	*	-	-	-	0.0%	0.5%	2.2%
Dropped Out	6.2%	6.6%	**6.9%**	-	7.0%	*	*	-	-	-	14.3%	6.7%	13.3%
Graduates and TxCHSE	92.7%	92.1%	**92.7%**	-	92.6%	*	*	-	-	-	85.7%	92.8%	84.4%
Graduates, TxCHSE, and Continuers	93.8%	93.4%	**93.1%**	-	93.0%	*	*	-	-	-	85.7%	93.3%	86.7%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	91.9%	**91.8%**	-	91.7%	*	*	-	-	-	86.7%	91.9%	86.4%
Received TxCHSE	0.5%	1.1%	**1.3%**	-	1.3%	*	*	-	-	-	0.0%	1.4%	0.0%
Continued HS	0.5%	0.5%	**0.0%**	-	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	6.5%	**6.9%**	-	7.0%	*	*	-	-	-	13.3%	6.7%	13.6%
Graduates and TxCHSE	93.2%	93.0%	**93.1%**	-	93.0%	*	*	-	-	-	86.7%	93.3%	86.4%
Graduates, TxCHSE, and Continuers	93.8%	93.5%	**93.1%**	-	93.0%	*	*	-	-	-	86.7%	93.3%	86.4%
Class of 2019													
Graduated	92.6%	91.6%	**88.5%**	-	88.4%	*	-	-	-	-	76.2%	89.0%	74.4%
Received TxCHSE	0.6%	1.1%	**0.8%**	-	0.8%	*	-	-	-	-	0.0%	0.8%	0.0%
Continued HS	0.6%	0.7%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	6.7%	**10.7%**	-	10.9%	*	-	-	-	-	23.8%	10.2%	25.6%
Graduates and TxCHSE	93.2%	92.7%	**89.3%**	-	89.1%	*	-	-	-	-	76.2%	89.8%	74.4%
Graduates, TxCHSE, and Continuers	93.8%	93.3%	**89.3%**	-	89.1%	*	-	-	-	-	76.2%	89.8%	74.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	86.6%	**81.4%**	-	81.4%	*	-	-	-	-	65.6%	80.6%	78.5%
Class of 2021	90.0%	85.5%	**84.6%**	*	84.4%	*	-	-	-	-	65.4%	84.6%	80.4%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	*	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	*	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	5.3%	**8.3%**	-	8.4%	*	-	-	-	-	52.4%	7.7%	11.9%
Class of 2021	3.8%	4.5%	**9.2%**	*	8.8%	*	-	-	-	-	64.7%	10.2%	12.5%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	92.0%	**74.6%**	-	74.4%	*	-	-	-	-	0.0%	73.3%	61.9%
Class of 2021	81.9%	92.6%	**77.3%**	*	77.6%	*	-	-	-	-	5.9%	75.6%	62.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	97.4%	**82.9%**	-	82.8%	*	-	-	-	-	52.4%	81.0%	73.8%
Class of 2021	85.7%	97.1%	**86.5%**	*	86.3%	*	-	-	-	-	70.6%	85.8%	75.0%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	66.7%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	59.5%	*	-	*	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	6.2%	**9.5%**	-	9.5%	-	-	-	-	-	42.3%	8.7%	12.4%
2020-21	3.8%	5.0%	**8.6%**	*	8.2%	*	-	-	-	-	57.9%	9.6%	10.4%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	89.6%	**71.9%**	-	71.9%	-	-	-	-	-	0.0%	71.2%	60.7%
2020-21	80.4%	90.8%	**76.9%**	*	77.2%	*	-	-	-	-	5.3%	75.0%	66.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	95.8%	**81.4%**	-	81.4%	-	-	-	-	-	42.3%	79.8%	73.0%
2020-21	84.1%	95.6%	**85.6%**	*	85.5%	*	-	-	-	-	63.2%	84.6%	77.1%

Texas Education Agency
2022-23 Graduation Profile (TAPR)
SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	242	100.0%	368,686	100.0%
By Ethnicity:				
African American	0	0.0%	45,227	12.3%
Hispanic	242	100.0%	191,125	51.8%
White	0	0.0%	103,171	28.0%
American Indian	0	0.0%	1,159	0.3%
Asian	0	0.0%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	0	0.0%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	45	18.6%	51,023	13.8%
Foundation H.S. Program (Endorsement)	23	9.5%	14,179	3.8%
Foundation H.S. Program (DLA)	174	71.9%	302,917	82.2%
Special Education Graduates	26	10.7%	32,447	8.8%
Economically Disadvantaged Graduates	208	86.0%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	89	36.8%	40,398	11.0%
At-Risk Graduates	171	70.7%	159,689	43.3%

Academic Year	State	Region 19	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)													
2021-22	70.0%	75.2%	**54.1%**	-	54.1%	-	-	-	-	-	61.5%	52.4%	51.7%
2020-21	65.2%	72.0%	**58.1%**	*	57.7%	*	-	-	-	-	78.9%	58.0%	50.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	61.3%	**38.8%**	-	38.8%	-	-	-	-	-	3.8%	37.5%	36.0%
2020-21	52.7%	62.8%	**50.9%**	*	50.9%	*	-	-	-	-	10.5%	49.5%	41.7%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	63.7%	**36.0%**	-	36.0%	-	-	-	-	-	0.0%	35.6%	34.8%
2020-21	56.1%	63.8%	**24.3%**	*	24.5%	*	-	-	-	-	5.3%	22.9%	2.1%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	52.5%	**16.9%**	-	16.9%	-	-	-	-	-	3.8%	16.8%	12.4%
2020-21	45.7%	53.2%	**13.1%**	*	13.2%	*	-	-	-	-	0.0%	12.8%	6.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	44.6%	**13.2%**	-	13.2%	-	-	-	-	-	0.0%	12.5%	10.1%
2020-21	40.4%	45.4%	**6.8%**	*	6.8%	*	-	-	-	-	0.0%	5.9%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	19.4%	**30.2%**	-	30.2%	-	-	-	-	-	3.8%	29.3%	31.5%
2020-21	21.3%	17.8%	**41.9%**	*	41.8%	*	-	-	-	-	5.3%	39.4%	39.6%
Associate Degree (Annual Graduates)													
2021-22	2.4%	5.5%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2020-21	2.6%	5.9%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	30.5%	**9.1%**	-	9.1%	-	-	-	-	-	0.0%	5.8%	0.0%
2020-21	25.9%	32.7%	**21.6%**	*	21.8%	*	-	-	-	-	10.5%	20.7%	2.1%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	8.8%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2020-21	4.4%	9.4%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	31.4%	**23.6%**	-	23.6%	-	-	-	-	-	61.5%	21.6%	22.5%
2020-21	24.2%	21.2%	**14.0%**	*	13.6%	*	-	-	-	-	78.9%	16.0%	8.3%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	25.8%	**17.4%**	-	17.4%	-	-	-	-	-	3.8%	15.9%	10.1%

Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	15.4%	**7.7%**	*	7.7%	*	-	-	-	-	5.3%	8.5%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2020-21	0.7%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	1.6%	**2.1%**	-	2.1%	-	-	-	-	-	19.2%	1.9%	4.5%
2020-21	2.4%	1.2%	**1.4%**	*	1.4%	*	-	-	-	-	15.8%	1.6%	2.1%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	6.2%	**4.5%**	-	4.5%	-	-	-	-	-	42.3%	4.3%	9.0%
2020-21	4.4%	5.9%	**5.4%**	*	5.0%	*	-	-	-	-	63.2%	6.4%	6.3%

	Academic Year	State	Region 19	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	2021-22	22.8%	33.9%	**16.5%**	-	16.5%	-	-	-	-	-	0.0%	14.4%	0.0%
	2020-21	25.9%	37.4%	**18.9%**	*	19.1%	*	-	-	-	-	5.3%	17.0%	0.0%
Mathematics	2021-22	18.7%	21.5%	**6.2%**	-	6.2%	-	-	-	-	-	0.0%	5.8%	1.1%
	2020-21	19.4%	24.1%	**2.3%**	*	2.3%	*	-	-	-	-	0.0%	2.7%	2.1%
Both Subjects	2021-22	12.6%	16.7%	**5.0%**	-	5.0%	-	-	-	-	-	0.0%	4.3%	0.0%
	2020-21	14.4%	19.8%	**0.9%**	*	0.9%	*	-	-	-	-	0.0%	1.1%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	23.0%	**14.0%**	-	14.0%	-	-	-	-	-	0.0%	15.9%	33.7%
	2020-21	8.6%	19.3%	**4.1%**	*	4.1%	*	-	-	-	-	0.0%	4.3%	2.1%
Mathematics	2021-22	14.0%	27.2%	**8.7%**	-	8.7%	-	-	-	-	-	3.8%	9.6%	11.2%
	2020-21	10.3%	24.1%	**5.4%**	*	5.5%	*	-	-	-	-	0.0%	5.3%	2.1%
Both Subjects	2021-22	7.5%	17.6%	**4.5%**	-	4.5%	-	-	-	-	-	0.0%	5.3%	9.0%
	2020-21	4.9%	14.1%	**0.5%**	*	0.5%	*	-	-	-	-	0.0%	0.5%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	25.7%	**21.2%**	-	21.0%	*	-	-	-	-	0.0%	19.6%	9.3%
	2021	21.1%	21.2%	**25.7%**	*	25.6%	*	-	-	-	-	1.9%	24.2%	15.9%
English Language Arts	2022	13.2%	12.2%	**8.9%**	-	8.9%	*	-	-	-	-	0.0%	6.9%	3.1%
	2021	12.1%	10.3%	**9.0%**	*	9.1%	*	-	-	-	-	0.0%	8.1%	0.0%
Mathematics	2022	6.9%	5.0%	**7.8%**	-	7.8%	*	-	-	-	-	0.0%	6.9%	1.2%
	2021	6.1%	4.1%	**6.6%**	*	6.7%	*	-	-	-	-	0.0%	5.5%	1.6%
Science	2022	9.6%	8.3%	**7.1%**	-	7.2%	*	-	-	-	-	0.0%	7.1%	3.1%
	2021	8.7%	6.6%	**7.1%**	*	7.1%	*	-	-	-	-	1.9%	6.5%	1.6%
Social Studies	2022	12.5%	9.2%	**5.1%**	-	5.1%	*	-	-	-	-	0.0%	4.6%	1.2%
	2021	11.6%	6.9%	**10.1%**	*	10.1%	*	-	-	-	-	1.9%	9.6%	7.1%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	33.3%	**17.9%**	-	18.1%	*	-	-	-	-	-	14.3%	6.7%
	2021	48.6%	28.2%	**7.5%**	-	7.6%	*	-	-	-	-	*	5.2%	5.0%
English Language Arts	2022	53.2%	34.7%	**17.5%**	-	17.5%	-	-	-	-	-	-	14.8%	0.0%
	2021	42.7%	17.2%	**4.8%**	-	4.8%	-	-	-	-	-	-	0.0%	-
Mathematics	2022	50.4%	20.4%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
	2021	49.4%	19.7%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
Science	2022	44.7%	9.8%	**3.1%**	-	3.1%	-	-	-	-	-	-	3.6%	0.0%
	2021	41.4%	11.0%	**3.0%**	-	3.0%	-	-	-	-	-	*	3.8%	*

	Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	15.8%	**4.3%**	-	4.3%	-	-	-	-	-	-	5.6%	*
	2021	42.2%	19.3%	**2.1%**	-	2.1%	-	-	-	-	-	*	0.0%	0.0%
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	83.2%	**62.0%**	-	61.6%	?	-	-	-	-	30.8%	59.3%	53.3%
	2020-21	70.8%	87.9%	**28.4%**	*	28.6%	*	-	-	-	-	21.1%	27.5%	20.8%
At/Above Criterion for All Examinees	2021-22	32.1%	17.2%	**6.0%**	-	6.0%	*	-	-	-	-	0.0%	4.0%	0.0%
	2020-21	32.9%	18.6%	**17.5%**	-	17.5%	-	-	-	-	-	*	15.4%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	918	**872**	-	872	-	-	-	-	-	756	859	794
	2020-21	1002	925	**931**	-	931	-	-	-	-	-	790	928	847
English Language Arts and Writing	2021-22	506	465	**448**	-	448	-	-	-	-	-	380	440	399
	2020-21	504	464	**466**	-	466	-	-	-	-	-	390	464	412
Mathematics	2021-22	496	453	**425**	-	425	-	-	-	-	-	376	419	395
	2020-21	498	461	**465**	-	465	-	-	-	-	-	400	465	434
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.8	**14.9**	-	14.9	*	-	-	-	-	12.6	14.6	12.9
	2020-21	20.0	20.3	**18.1**	-	18.1	-	-	-	-	-	-	16.6	15.5
English Language Arts	2021-22	19.2	19.7	**14.2**	-	14.3	*	-	-	-	-	12.0	13.6	11.4
	2020-21	19.6	20.0	**17.1**	-	17.1	-	-	-	-	-	-	15.6	14.8
Mathematics	2021-22	19.3	19.4	**15.2**	-	15.2	*	-	-	-	-	13.4	15.1	14.6
	2020-21	19.9	20.0	**18.3**	-	18.3	-	-	-	-	-	-	17.1	15.5
Science	2021-22	19.8	20.1	**15.5**	-	15.6	*	-	-	-	-	13.0	15.4	13.6
	2020-21	20.3	20.6	**19.3**	-	19.3	-	-	-	-	-	-	17.6	17.0

Texas Education Agency

2022-23 Other Postsecondary Indicators (TAPR)

SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	Academic Year	State	Region 19	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	2021-22	44.2%	45.9%	**44.5%**	*	44.5%	*	-	-	-	-	15.2%	44.6%	36.1%
	2020-21	42.5%	45.3%	**46.9%**	*	47.0%	20.0%	-	-	-	-	19.2%	45.5%	37.8%
English Language Arts	2021-22	16.6%	15.4%	**19.4%**	*	19.4%	*	-	-	-	-	5.8%	18.9%	16.1%
	2020-21	16.3%	16.1%	**10.4%**	*	10.5%	*	-	-	-	-	0.0%	9.4%	0.8%
Mathematics	2021-22	19.9%	17.4%	**22.8%**	*	22.9%	*	-	-	-	-	9.5%	22.3%	15.5%
	2020-21	19.3%	17.8%	**23.1%**	*	23.0%	*	-	-	-	-	12.3%	21.5%	13.2%
Science	2021-22	21.1%	23.0%	**15.2%**	*	15.1%	*	-	-	-	-	5.1%	14.6%	7.5%
	2020-21	20.6%	22.7%	**13.8%**	*	13.9%	*	-	-	-	-	7.8%	12.9%	7.1%
Social Studies	2021-22	22.8%	23.0%	**13.3%**	*	13.3%	*	-	-	-	-	0.9%	12.6%	6.2%
	2020-21	22.8%	23.7%	**16.8%**	*	16.9%	*	-	-	-	-	1.7%	14.5%	7.2%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	51.0%	**38.3%**	*	38.6%	*	-	-	-	-	21.1%	38.1%	25.0%
	2019-20	46.1%	48.7%	**40.1%**	-	40.4%	*	*	-	-	-	16.7%	39.9%	31.4%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	3,173	100.0%	5,504,150	100.0%	3,177	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	17,201	0.3%	0	0.0%	25,110	0.5%
Pre-Kindergarten	217	6.8%	243,493	4.4%	218	6.9%	244,284	4.4%
Pre-Kindergarten: 3-year Old	67	2.1%	40,199	0.7%	68	2.1%	40,535	0.7%
Pre-Kindergarten: 4-year Old	150	4.7%	203,294	3.7%	150	4.7%	203,749	3.7%
Kindergarten	209	6.6%	367,180	6.7%	209	6.6%	367,633	6.7%
Grade 1	212	6.7%	399,048	7.2%	212	6.7%	399,419	7.2%
Grade 2	212	6.7%	395,639	7.2%	212	6.7%	395,969	7.2%
Grade 3	190	6.0%	393,583	7.2%	190	6.0%	393,871	7.1%
Grade 4	202	6.4%	393,765	7.2%	202	6.4%	394,020	7.1%
Grade 5	213	6.7%	395,111	7.2%	213	6.7%	395,384	7.2%
Grade 6	196	6.2%	399,341	7.3%	196	6.2%	399,557	7.2%
Grade 7	220	6.9%	409,362	7.4%	220	6.9%	409,566	7.4%
Grade 8	276	8.7%	425,589	7.7%	276	8.7%	425,758	7.7%
Grade 9	271	8.5%	477,875	8.7%	271	8.5%	478,101	8.7%
Grade 10	336	10.6%	436,752	7.9%	336	10.6%	437,002	7.9%
Grade 11	232	7.3%	385,894	7.0%	233	7.3%	386,246	7.0%
Grade 12	187	5.9%	364,317	6.6%	189	5.9%	366,512	6.6%
Ethnic Distribution:								
African American	4	0.1%	705,310	12.8%	4	0.1%	706,775	12.8%
Hispanic	3,147	99.2%	2,915,219	53.0%	3,151	99.2%	2,921,416	52.9%
White	19	0.6%	1,410,571	25.6%	19	0.6%	1,416,240	25.7%
American Indian	1	0.0%	17,920	0.3%	1	0.0%	17,976	0.3%
Asian	0	0.0%	280,306	5.1%	0	0.0%	280,742	5.1%
Pacific Islander	0	0.0%	8,696	0.2%	0	0.0%	8,718	0.2%
Two or More Races	2	0.1%	166,128	3.0%	2	0.1%	166,565	3.0%
Sex:								
Female	1,532	48.3%	2,688,496	48.8%	1,535	48.3%	2,693,780	48.8%
Male	1,641	51.7%	2,815,654	51.2%	1,642	51.7%	2,824,652	51.2%
Economically Disadvantaged	2,895	91.2%	3,415,987	62.1%	2,899	91.2%	3,421,217	62.0%
Non-Educationally Disadvantaged	278	8.8%	2,088,163	37.9%	278	8.8%	2,097,215	38.0%
Section 504 Students	159	5.0%	407,619	7.4%	159	5.0%	407,904	7.4%
EB Students/EL	1,959	61.7%	1,269,408	23.1%	1,962	61.8%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	108	3.1%	87,162	1.5%				

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Dyslexia	69	2.2%	302,409	5.5%	69	2.2%	302,615	5.5%
Foster Care	0	0.0%	13,415	0.2%	0	0.0%	13,453	0.2%
Homeless	44	1.4%	72,534	1.3%	45	1.4%	72,654	1.3%
Immigrant	50	1.6%	122,390	2.2%	50	1.6%	122,504	2.2%
Migrant	27	0.9%	13,769	0.3%	27	0.8%	13,810	0.3%
Title I	3,173	100.0%	3,555,650	64.6%	3,177	100.0%	3,563,890	64.6%
Military Connected	72	2.3%	199,203	3.6%	72	2.3%	199,325	3.6%
At-Risk	2,533	79.8%	2,935,164	53.3%	2,536	79.8%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	1,700	53.6%	1,278,846	23.2%	1,703	53.6%	1,279,697	23.2%
Career and Technical Education	969	30.5%	1,459,380	26.5%				
Career and Technical Education (9-12 grades only)	842	82.1%	1,203,083	72.3%				
Gifted and Talented Education	188	5.9%	453,585	8.2%	188	5.9%	453,689	8.2%
Special Education	463	14.6%	693,061	12.6%	464	14.6%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	463		693,060					
By Type of Primary Disability Students with Intellectual Disabilities	245	52.9%	305,800	44.1%				
Students with Physical Disabilities	126	27.2%	138,820	20.0%				
Students with Autism	**	**	107,586	15.5%				
Students with Behavioral Disabilities	55	11.9%	130,018	18.8%				
Students with Non-Categorical Early Childhood	*	*	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	406	13.4%	893,031	16.8%				
By Ethnicity: African American	1	0.0%	176,665	3.3%				
Hispanic	399	13.2%	462,284	8.7%				
White	4	0.1%	180,620	3.4%				
American Indian	2	0.1%	3,221	0.1%				
Asian	0	0.0%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	0	0.0%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	57	12.5%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	240	13.4%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	328	12.1%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	284	13.1%	751,495	18.1%				

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade:				
Kindergarten	0.0%	1.5%	0.0%	4.5%
Grade 1	5.2%	2.5%	8.5%	3.6%
Grade 2	5.8%	1.6%	0.0%	2.0%
Grade 3	2.5%	0.8%	0.0%	0.9%
Grade 4	1.7%	0.5%	0.0%	0.5%
Grade 5	1.2%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.5%	0.4%	0.0%	0.5%
Grade 8	0.5%	0.4%	2.9%	0.5%
Grade 9	1.3%	8.7%	3.3%	12.6%

	---- District ----		----- State -----	
	Count	**Percent**	**Count**	**Percent**
Data Quality:				
Underreported Students	3	0.2%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	24.9	18.7
Grade 1	19.8	19.1
Grade 2	18.1	19.1
Grade 3	22.0	19.3
Grade 4	17.5	19.4
Grade 5	20.0	20.8
Grade 6	20.7	19.2
Secondary:		
English/Language Arts	14.8	16.2
Foreign Languages	21.6	18.8
Mathematics	19.3	17.5
Science	20.1	18.5
Social Studies	21.8	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	545.5	100.0%	763,729.4	100.0%
Professional Staff:	273.0	50.1%	489,326.8	64.1%
Teachers	195.0	35.8%	371,646.7	48.7%
Professional Support	57.1	10.5%	82,878.8	10.9%
Campus Administration (School Leadership)	12.9	2.4%	25,300.5	3.3%
Central Administration	8.0	1.5%	9,500.8	1.2%
Educational Aides:	62.7	11.5%	86,185.9	11.3%
Auxiliary Staff:	209.7	38.5%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	3.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	12.0	n/a	13,815.0	n/a
Part-time Counselors	0.0	n/a	1,240.0	n/a
Total Minority Staff:	529.0	97.0%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	1.0	0.5%	44,033.4	11.8%
Hispanic	184.6	94.6%	110,015.9	29.6%
White	8.5	4.3%	203,967.5	54.9%
American Indian	0.0	0.0%	1,274.2	0.3%
Asian	0.0	0.0%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	1.0	0.5%	4,531.1	1.2%
Teachers by Sex:				
Males	55.4	28.4%	90,752.5	24.4%
Females	139.6	71.6%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	7.4	3.8%	7,591.2	2.0%
Bachelors	139.4	71.5%	268,238.6	72.2%
Masters	48.2	24.7%	92,878.9	25.0%
Doctorate	0.0	0.0%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	15.1	7.8%	36,179.6	9.7%
1-5 Years Experience	39.6	20.3%	97,667.0	26.3%
6-10 Years Experience	40.0	20.5%	76,209.5	20.5%
11-20 Years Experience	67.5	34.6%	101,173.2	27.2%

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
21-30 Years Experience	29.6	15.2%	49,550.0	13.3%
Over 30 Years Experience	3.1	1.6%	10,867.4	2.9%
Number of Students per Teacher	16.3	n/a	14.8	n/a

Staff Information	**District**	**State**
Experience of Campus Leadership:		
Average Years Experience of Principals	6.5	6.1
Average Years Experience of Principals with District	6.5	5.3
Average Years Experience of Assistant Principals	3.9	5.2
Average Years Experience of Assistant Principals with District	3.9	4.4
Average Years Experience of Teachers:	11.8	11.0
Average Years Experience of Teachers with District:	9.1	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$47,625	$53,300
1-5 Years Experience	$59,468	$56,516
6-10 Years Experience	$61,989	$59,732
11-20 Years Experience	$63,290	$63,389
21-30 Years Experience	$69,128	$67,876
Over 30 Years Experience	$74,088	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$62,088	$60,717
Professional Support	$72,797	$72,022
Campus Administration (School Leadership)	$84,834	$85,167
Central Administration	$113,140	$112,702
Instructional Staff Percent:	52.2%	65.1%
Turnover Rate for Teachers:	20.7%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

	------ District -----		------- State -------	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment:				
Recognized	-	-	5,474	$5,974
Exemplary	-	-	4,862	$11,898
Master	-	-	2,224	$21,920

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	47.5	24.4%	22,050.2	5.9%
Career and Technical Education	15.1	7.8%	19,907.7	5.4%
Compensatory Education	0.0	0.0%	11,928.5	3.2%
Gifted and Talented Education	0.2	0.1%	6,181.8	1.7%
Regular Education	96.5	49.5%	262,398.5	70.6%
Special Education	29.0	14.9%	36,110.2	9.7%
Other	6.6	3.4%	13,069.7	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: SAN ELIZARIO ISD

Campus Name: LORENZO LOYA PRI

Campus Number: 071904102

This page is intentionally blank.

This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

There is no data for this campus.

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	242	368,686
By Ethnicity:				
African American	-	-	0	45,227
Hispanic	-	-	242	191,125
White	-	-	0	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	0	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	45	51,023
Foundation H.S. Program (Endorsement)	-	-	23	14,179
Foundation H.S. Program (DLA)	-	-	174	302,917
Special Education Graduates	-	-	26	32,447
Economically Disadvantaged Graduates	-	-	208	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	89	40,398
At-Risk Graduates	-	-	171	159,689

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	217	100.0%	3,173	5,504,150	218	100.0%	3,177	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	217	100.0%	6.8%	4.4%	218	100.0%	6.9%	4.4%
Pre-Kindergarten: 3-year Old	67	30.9%	2.1%	0.7%	68	31.2%	2.1%	0.7%
Pre-Kindergarten: 4-year Old	150	69.1%	4.7%	3.7%	150	68.8%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 2	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 3	0	0.0%	6.0%	7.2%	0	0.0%	6.0%	7.1%
Grade 4	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	6.2%	7.3%	0	0.0%	6.2%	7.2%
Grade 7	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 8	0	0.0%	8.7%	7.7%	0	0.0%	8.7%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.5%	8.7%
Grade 10	0	0.0%	10.6%	7.9%	0	0.0%	10.6%	7.9%
Grade 11	0	0.0%	7.3%	7.0%	0	0.0%	7.3%	7.0%
Grade 12	0	0.0%	5.9%	6.6%	0	0.0%	5.9%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.8%	0	0.0%	0.1%	12.8%
Hispanic	215	99.1%	99.2%	53.0%	216	99.1%	99.2%	52.9%
White	1	0.5%	0.6%	25.6%	1	0.5%	0.6%	25.7%
American Indian	1	0.5%	0.0%	0.3%	1	0.5%	0.0%	0.3%
Asian	0	0.0%	0.0%	5.1%	0	0.0%	0.0%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.1%	3.0%	0	0.0%	0.1%	3.0%
Sex:								
Female	105	48.4%	48.3%	48.8%	106	48.6%	48.3%	48.8%
Male	112	51.6%	51.7%	51.2%	112	51.4%	51.7%	51.2%
Economically Disadvantaged	188	86.6%	91.2%	62.1%	189	86.7%	91.2%	62.0%
Non-Educationally Disadvantaged	29	13.4%	8.8%	37.9%	29	13.3%	8.8%	38.0%
Section 504 Students	0	0.0%	5.0%	7.4%	0	0.0%	5.0%	7.4%
EB Students/EL	125	57.6%	61.7%	23.1%	125	57.3%	61.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.1%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	0	0.0%	2.2%	5.5%	0	0.0%	2.2%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	4	1.8%	1.4%	1.3%	4	1.8%	1.4%	1.3%
Immigrant	0	0.0%	1.6%	2.2%	0	0.0%	1.6%	2.2%
Migrant	1	0.5%	0.9%	0.3%	1	0.5%	0.8%	0.3%
Title I	217	100.0%	100.0%	64.6%	218	100.0%	100.0%	64.6%
Military Connected	3	1.4%	2.3%	3.6%	3	1.4%	2.3%	3.6%
At-Risk	126	58.1%	79.8%	53.3%	126	57.8%	79.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	123	56.7%	53.6%	23.2%	123	56.4%	53.6%	23.2%
Career and Technical Education	0	0.0%	30.5%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	82.1%	72.3%				
Gifted and Talented Education	0	0.0%	5.9%	8.2%	0	0.0%	5.9%	8.2%
Special Education	32	14.7%	14.6%	12.6%	33	15.1%	14.6%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	32							
By Type of Primary Disability Students with Intellectual Disabilities	0	0.0%	52.9%	44.1%				
Students with Physical Disabilities	24	75.0%	27.2%	20.0%				
Students with Autism	**	**	**	15.5%				
Students with Behavioral Disabilities	0	0.0%	11.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	-	-	13.4%	16.8%				
By Ethnicity: African American	-	-	0.0%	3.3%				
Hispanic	-	-	13.2%	8.7%				
White	-	-	0.1%	3.4%				
American Indian	-	-	0.1%	0.1%				
Asian	-	-	0.0%	0.7%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	0.0%	0.6%				
Count and Percent of Special Ed Students who are Mobile	-	-	12.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	-	-	13.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	-	-	12.1%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	3	4.8%	13.1%	18.1%				

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	24.9	18.7
Grade 1	-	19.8	19.1
Grade 2	-	18.1	19.1
Grade 3	-	22.0	19.3
Grade 4	-	17.5	19.4
Grade 5	-	20.0	20.8
Grade 6	-	20.7	19.2
Secondary:			
English/Language Arts	-	14.8	16.2
Foreign Languages	-	21.6	18.8
Mathematics	-	19.3	17.5
Science	-	20.1	18.5
Social Studies	-	21.8	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	34.6	100.0%	100.0%	100.0%
Professional Staff:	18.8	54.5%	50.1%	64.1%
Teachers	13.8	40.0%	35.8%	48.7%
Professional Support	4.0	11.6%	10.5%	10.9%
Campus Administration (School Leadership)	1.0	2.9%	2.4%	3.3%
Educational Aides:	15.8	45.5%	11.5%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	3.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	12.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	33.6	97.1%	97.0%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.5%	11.8%
Hispanic	12.8	92.8%	94.6%	29.6%
White	1.0	7.2%	4.3%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	1.0	7.2%	28.4%	24.4%
Females	12.8	92.8%	71.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	3.8%	2.0%
Bachelors	9.9	71.7%	71.5%	72.2%
Masters	3.9	28.3%	24.7%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	7.8%	9.7%
1-5 Years Experience	1.9	13.9%	20.3%	26.3%
6-10 Years Experience	3.0	21.7%	20.5%	20.5%
11-20 Years Experience	5.9	42.8%	34.6%	27.2%
21-30 Years Experience	3.0	21.7%	15.2%	13.3%
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.7	n/a	16.3	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	6.5	6.1
Average Years Experience of Principals with District	6.0	6.5	5.3
Average Years Experience of Assistant Principals	0.0	3.9	5.2
Average Years Experience of Assistant Principals with District	0.0	3.9	4.4
Average Years Experience of Teachers:	13.6	11.8	11.0
Average Years Experience of Teachers with District:	10.5	9.1	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$47,625	$53,300
1-5 Years Experience	$58,978	$59,468	$56,516
6-10 Years Experience	$60,112	$61,989	$59,732
11-20 Years Experience	$62,190	$63,290	$63,389
21-30 Years Experience	$70,678	$69,128	$67,876
Over 30 Years Experience	-	$74,088	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,134	$62,088	$60,717
Professional Support	$70,331	$72,797	$72,022
Campus Administration (School Leadership)	$96,120	$84,834	$85,167
Instructional Staff Percent:	n/a	52.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	5.9	42.8%	24.4%	5.9%
Career and Technical Education	0.0	0.0%	7.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	0.1%	1.7%
Regular Education	5.9	42.8%	49.5%	70.6%
Special Education	2.0	14.5%	14.9%	9.7%
Other	0.0	0.0%	3.4%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: SAN ELIZARIO ISD

Campus Name: JOSEFA L SAMBRANO EL

Campus Number: 071904103

This page is intentionally blank.

This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	90.9%	**90.0%**	-	90.1%	*	-	-	-	-	89.0%	89.9%	91.0%
2020-21	95.0%	95.4%	**93.7%**	-	93.7%	*	-	-	-	-	92.4%	93.5%	92.8%
Chronic Absenteeism													
2021-22	25.7%	34.0%	**39.8%**	-	39.8%	40.0%	-	-	-	-	42.9%	40.5%	33.3%
2020-21	15.0%	14.3%	**20.0%**	-	19.9%	*	-	-	-	-	26.9%	19.1%	23.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	81.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	91.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	81.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	84.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	9.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	74.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	8.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	71.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	76.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	81.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	85.6%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	242	368,686
By Ethnicity:				
African American	-	-	0	45,227
Hispanic	-	-	242	191,125
White	-	-	0	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	0	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	45	51,023
Foundation H.S. Program (Endorsement)	-	-	23	14,179
Foundation H.S. Program (DLA)	-	-	174	302,917
Special Education Graduates	-	-	26	32,447
Economically Disadvantaged Graduates	-	-	208	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	89	40,398
At-Risk Graduates	-	-	171	159,689

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	633	100.0%	3,173	5,504,150	633	100.0%	3,177	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	6.8%	4.4%	0	0.0%	6.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	2.1%	0.7%	0	0.0%	2.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.7%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	209	33.0%	6.6%	6.7%	209	33.0%	6.6%	6.7%
Grade 1	212	33.5%	6.7%	7.2%	212	33.5%	6.7%	7.2%
Grade 2	212	33.5%	6.7%	7.2%	212	33.5%	6.7%	7.2%
Grade 3	0	0.0%	6.0%	7.2%	0	0.0%	6.0%	7.1%
Grade 4	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	6.2%	7.3%	0	0.0%	6.2%	7.2%
Grade 7	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 8	0	0.0%	8.7%	7.7%	0	0.0%	8.7%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.5%	8.7%
Grade 10	0	0.0%	10.6%	7.9%	0	0.0%	10.6%	7.9%
Grade 11	0	0.0%	7.3%	7.0%	0	0.0%	7.3%	7.0%
Grade 12	0	0.0%	5.9%	6.6%	0	0.0%	5.9%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.8%	0	0.0%	0.1%	12.8%
Hispanic	620	97.9%	99.2%	53.0%	620	97.9%	99.2%	52.9%
White	12	1.9%	0.6%	25.6%	12	1.9%	0.6%	25.7%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	5.1%	0	0.0%	0.0%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.1%	3.0%	1	0.2%	0.1%	3.0%
Sex:								
Female	295	46.6%	48.3%	48.8%	295	46.6%	48.3%	48.8%
Male	338	53.4%	51.7%	51.2%	338	53.4%	51.7%	51.2%
Economically Disadvantaged	580	91.6%	91.2%	62.1%	580	91.6%	91.2%	62.0%
Non-Educationally Disadvantaged	53	8.4%	8.8%	37.9%	53	8.4%	8.8%	38.0%
Section 504 Students	4	0.6%	5.0%	7.4%	4	0.6%	5.0%	7.4%
EB Students/EL	398	62.9%	61.7%	23.1%	398	62.9%	61.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.1%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	4	0.6%	2.2%	5.5%	4	0.6%	2.2%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	9	1.4%	1.4%	1.3%	9	1.4%	1.4%	1.3%
Immigrant	7	1.1%	1.6%	2.2%	7	1.1%	1.6%	2.2%
Migrant	6	0.9%	0.9%	0.3%	6	0.9%	0.8%	0.3%
Title I	633	100.0%	100.0%	64.6%	633	100.0%	100.0%	64.6%
Military Connected	17	2.7%	2.3%	3.6%	17	2.7%	2.3%	3.6%
At-Risk	525	82.9%	79.8%	53.3%	525	82.9%	79.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	396	62.6%	53.6%	23.2%	396	62.6%	53.6%	23.2%
Career and Technical Education	0	0.0%	30.5%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	82.1%	72.3%				
Gifted and Talented Education	4	0.6%	5.9%	8.2%	4	0.6%	5.9%	8.2%
Special Education	109	17.2%	14.6%	12.6%	109	17.2%	14.6%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	109							
By Type of Primary Disability Students with Intellectual Disabilities	28	25.7%	52.9%	44.1%				
Students with Physical Disabilities	69	63.3%	27.2%	20.0%				
Students with Autism	9	8.3%	**	15.5%				
Students with Behavioral Disabilities	*	*	11.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	72	16.1%	13.4%	16.8%				
By Ethnicity: African American	0	0.0%	0.0%	3.3%				
Hispanic	70	15.6%	13.2%	8.7%				
White	2	0.4%	0.1%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Count and Percent of Special Ed Students who are Mobile	5	6.0%	12.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	40	13.7%	13.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	55	14.0%	12.1%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	41	10.2%	13.1%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.5%	0.0%	0.0%	4.5%
Grade 1	5.2%	5.2%	2.5%	8.5%	8.5%	3.6%
Grade 2	5.8%	5.8%	1.6%	0.0%	0.0%	2.0%
Grade 3	-	2.5%	0.8%	-	0.0%	0.9%
Grade 4	-	1.7%	0.5%	-	0.0%	0.5%
Grade 5	-	1.2%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.5%	0.4%	-	0.0%	0.5%
Grade 8	-	0.5%	0.4%	-	2.9%	0.5%
Grade 9	-	1.3%	8.7%	-	3.3%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	24.9	24.9	18.7
Grade 1	19.8	19.8	19.1
Grade 2	18.1	18.1	19.1
Grade 3	-	22.0	19.3
Grade 4	-	17.5	19.4
Grade 5	-	20.0	20.8
Grade 6	-	20.7	19.2
Secondary:			
English/Language Arts	-	14.8	16.2
Foreign Languages	-	21.6	18.8
Mathematics	-	19.3	17.5
Science	-	20.1	18.5
Social Studies	-	21.8	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
JOSEFA L SAMBRANO EL (071904103) - SAN ELIZARIO ISD - EL PASO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	48.2	100.0%	100.0%	100.0%
Professional Staff:	37.2	77.2%	50.1%	64.1%
Teachers	31.2	64.7%	35.8%	48.7%
Professional Support	4.0	8.3%	10.5%	10.9%
Campus Administration (School Leadership)	2.0	4.2%	2.4%	3.3%
Educational Aides:	11.0	22.8%	11.5%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	3.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	12.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	46.4	96.4%	97.0%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.5%	11.8%
Hispanic	29.4	94.5%	94.6%	29.6%
White	1.7	5.5%	4.3%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	4.9	15.6%	28.4%	24.4%
Females	26.3	84.4%	71.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.7	2.2%	3.8%	2.0%
Bachelors	24.0	77.0%	71.5%	72.2%
Masters	6.5	20.7%	24.7%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.2	10.4%	7.8%	9.7%
1-5 Years Experience	4.7	15.2%	20.3%	26.3%
6-10 Years Experience	9.0	28.9%	20.5%	20.5%
11-20 Years Experience	8.0	25.7%	34.6%	27.2%
21-30 Years Experience	6.2	19.9%	15.2%	13.3%
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	20.3	n/a	16.3	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	6.5	6.1
Average Years Experience of Principals with District	7.0	6.5	5.3
Average Years Experience of Assistant Principals	2.0	3.9	5.2
Average Years Experience of Assistant Principals with District	2.0	3.9	4.4
Average Years Experience of Teachers:	12.1	11.8	11.0
Average Years Experience of Teachers with District:	9.5	9.1	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$33,848	$47,625	$53,300
1-5 Years Experience	$51,309	$59,468	$56,516
6-10 Years Experience	$60,268	$61,989	$59,732
11-20 Years Experience	$63,384	$63,290	$63,389
21-30 Years Experience	$68,160	$69,128	$67,876
Over 30 Years Experience	-	$74,088	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$58,526	$62,088	$60,717
Professional Support	$70,867	$72,797	$72,022
Campus Administration (School Leadership)	$87,985	$84,834	$85,167
Instructional Staff Percent:	n/a	52.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	16.7	53.5%	24.4%	5.9%
Career and Technical Education	0.0	0.0%	7.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	0.1%	1.7%
Regular Education	10.6	33.9%	49.5%	70.6%
Special Education	3.9	12.6%	14.9%	9.7%
Other	0.0	0.0%	3.4%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: SAN ELIZARIO ISD

Campus Name: L G ALARCON EL

Campus Number: 071904101

This page is intentionally blank.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	66%	**64%**	-	64%	*	-	-	-	-	33%	*	67%	50%	63%	61%
	2022	76%	59%	**59%**	-	59%	-	-	-	-	-	43%	*	62%	29%	58%	52%
At Meets Grade Level or Above	2023	50%	37%	**31%**	-	32%	*	-	-	-	-	0%	*	33%	25%	29%	31%
	2022	51%	28%	**21%**	-	21%	-	-	-	-	-	0%	*	22%	14%	18%	15%
At Masters Grade Level	2023	20%	13%	**11%**	-	12%	*	-	-	-	-	0%	*	12%	8%	10%	12%
	2022	30%	14%	**14%**	-	14%	-	-	-	-	-	0%	*	16%	0%	11%	9%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	73%	**74%**	-	74%	*	-	-	-	-	50%	*	76%	67%	74%	76%
	2022	71%	62%	**59%**	-	59%	-	-	-	-	-	29%	*	62%	29%	59%	54%
At Meets Grade Level or Above	2023	45%	30%	**20%**	-	20%	*	-	-	-	-	17%	*	21%	17%	19%	22%
	2022	43%	27%	**17%**	-	17%	-	-	-	-	-	14%	*	17%	14%	17%	9%
At Masters Grade Level	2023	19%	10%	**6%**	-	6%	*	-	-	-	-	0%	*	7%	0%	6%	6%
	2022	21%	7%	**5%**	-	5%	-	-	-	-	-	14%	*	6%	0%	4%	6%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	57%	**56%**	-	56%	-	-	-	-	-	25%	*	57%	53%	54%	47%
	2022	77%	65%	**67%**	-	66%	*	-	-	-	-	36%	67%	65%	72%	66%	58%
At Meets Grade Level or Above	2023	48%	24%	**22%**	-	22%	-	-	-	-	-	25%	*	23%	18%	20%	12%
	2022	54%	41%	**43%**	-	43%	*	-	-	-	-	18%	33%	40%	61%	42%	34%
At Masters Grade Level	2023	22%	4%	**6%**	-	6%	-	-	-	-	-	13%	*	8%	0%	6%	2%
	2022	28%	20%	**24%**	-	23%	*	-	-	-	-	9%	17%	21%	39%	23%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	64%	**69%**	-	69%	-	-	-	-	-	50%	*	75%	47%	67%	63%
	2022	70%	65%	**68%**	-	68%	*	-	-	-	-	45%	50%	66%	78%	67%	63%
At Meets Grade Level or Above	2023	48%	36%	**37%**	-	37%	-	-	-	-	-	38%	*	39%	29%	36%	33%
	2022	43%	30%	**31%**	-	30%	*	-	-	-	-	9%	33%	28%	44%	29%	23%
At Masters Grade Level	2023	22%	12%	**12%**	-	12%	-	-	-	-	-	13%	*	10%	18%	10%	7%
	2022	23%	11%	**14%**	-	13%	*	-	-	-	-	0%	0%	14%	17%	13%	7%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	71%	**71%**	-	71%	-	-	-	-	-	38%	*	72%	67%	69%	63%
	2022	81%	76%	**83%**	-	83%	-	-	-	-	-	38%	*	81%	91%	81%	74%
At Meets Grade Level or Above	2023	57%	42%	**41%**	-	41%	-	-	-	-	-	23%	*	39%	50%	40%	27%
	2022	58%	44%	**51%**	-	51%	-	-	-	-	-	25%	*	52%	45%	50%	43%
At Masters Grade Level	2023	28%	16%	**19%**	-	19%	-	-	-	-	-	0%	*	19%	17%	17%	6%
	2022	36%	19%	**23%**	-	23%	-	-	-	-	-	13%	*	24%	18%	22%	15%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	81%	**76%**	-	76%	-	-	-	-	-	75%	*	77%	73%	76%	71%
	2022	77%	79%	**81%**	-	81%	-	-	-	-	-	50%	*	83%	73%	80%	77%
At Meets Grade Level or Above	2023	51%	44%	**39%**	-	39%	-	-	-	-	-	17%	*	41%	27%	39%	26%
	2022	48%	39%	**41%**	-	41%	-	-	-	-	-	13%	*	45%	18%	38%	36%
At Masters Grade Level	2023	21%	9%	**7%**	-	7%	-	-	-	-	-	0%	*	8%	0%	6%	3%
	2022	25%	13%	**13%**	-	13%	-	-	-	-	-	0%	*	14%	9%	13%	13%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	58%	**52%**	-	52%	-	-	-	-	-	15%	*	54%	42%	52%	46%
	2022	66%	61%	**61%**	-	61%	-	-	-	-	-	17%	*	60%	70%	58%	57%
At Meets Grade Level or Above	2023	36%	28%	**24%**	-	24%	-	-	-	-	-	8%	*	24%	25%	23%	17%
	2022	38%	29%	**31%**	-	31%	-	-	-	-	-	0%	*	32%	30%	31%	26%
At Masters Grade Level	2023	16%	9%	**5%**	-	5%	-	-	-	-	-	0%	*	4%	8%	4%	2%
	2022	18%	10%	**9%**	-	9%	-	-	-	-	-	0%	*	9%	10%	10%	9%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	74%	**73%**	-	73%	-	-	-	-	-	20%	*	69%	88%	72%	64%
	2022	70%	60%	**56%**	*	57%	-	-	-	-	-	15%	*	60%	33%	53%	54%
At Meets Grade Level or Above	2023	52%	40%	**43%**	-	43%	-	-	-	-	-	0%	*	41%	50%	40%	34%
	2022	43%	40%	**33%**	*	33%	-	-	-	-	-	8%	*	36%	17%	31%	31%
At Masters Grade Level	2023	22%	10%	**14%**	-	14%	-	-	-	-	-	0%	*	12%	19%	12%	10%
	2022	23%	12%	**9%**	*	10%	-	-	-	-	-	8%	*	10%	8%	9%	9%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**85%**	-	85%	-	-	-	-	-	70%	*	86%	81%	84%	80%
	2022	73%	69%	**71%**	*	72%	-	-	-	-	-	31%	*	72%	67%	70%	72%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	34%	**31%**	-	31%	-	-	-	-	-	0%	*	31%	31%	28%	26%
	2022	39%	27%	**21%**	*	21%	-	-	-	-	-	8%	*	24%	0%	18%	22%
At Masters Grade Level	2023	16%	8%	**7%**	-	7%	-	-	-	-	-	0%	*	5%	13%	6%	8%
	2022	16%	7%	**1%**	*	1%	-	-	-	-	-	0%	*	1%	0%	1%	1%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	70%	**69%**	-	69%	*	-	-	-	-	42%	78%	70%	63%	68%	63%
	2022	74%	64%	**67%**	*	67%	*	-	-	-	-	33%	65%	68%	64%	65%	62%
At Meets Grade Level or Above	2023	49%	34%	**32%**	-	32%	*	-	-	-	-	13%	35%	33%	30%	31%	25%
	2022	48%	33%	**32%**	*	32%	*	-	-	-	-	11%	31%	32%	31%	30%	26%
At Masters Grade Level	2023	20%	9%	**10%**	-	10%	*	-	-	-	-	2%	4%	10%	10%	9%	6%
	2022	23%	11%	**13%**	*	13%	*	-	-	-	-	5%	4%	13%	14%	12%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	**66%**	-	66%	*	-	-	-	-	30%	80%	67%	65%	65%	59%
	2022	75%	62%	**66%**	*	66%	*	-	-	-	-	31%	67%	67%	60%	64%	59%
At Meets Grade Level or Above	2023	53%	36%	**34%**	-	35%	*	-	-	-	-	12%	50%	34%	35%	32%	26%
	2022	53%	38%	**37%**	*	37%	*	-	-	-	-	13%	33%	37%	40%	35%	31%
At Masters Grade Level	2023	20%	8%	**13%**	-	13%	*	-	-	-	-	2%	10%	13%	11%	11%	7%
	2022	25%	12%	**18%**	*	18%	*	-	-	-	-	8%	8%	17%	21%	17%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	73%	**76%**	-	76%	*	-	-	-	-	62%	80%	78%	66%	75%	72%
	2022	72%	64%	**70%**	*	70%	*	-	-	-	-	38%	67%	70%	67%	69%	66%
At Meets Grade Level or Above	2023	45%	32%	**32%**	-	32%	*	-	-	-	-	17%	20%	34%	27%	31%	27%
	2022	42%	28%	**27%**	*	27%	*	-	-	-	-	10%	33%	28%	23%	25%	22%
At Masters Grade Level	2023	19%	9%	**8%**	-	8%	*	-	-	-	-	2%	0%	8%	9%	7%	6%
	2022	20%	9%	**9%**	*	8%	*	-	-	-	-	3%	0%	9%	8%	8%	6%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	70%	**52%**	-	52%	-	-	-	-	-	15%	*	54%	42%	52%	46%
	2022	76%	67%	**61%**	-	61%	-	-	-	-	-	17%	*	60%	70%	58%	57%
At Meets Grade Level or Above	2023	47%	32%	**24%**	-	24%	-	-	-	-	-	8%	*	24%	25%	23%	17%
	2022	47%	30%	**31%**	-	31%	-	-	-	-	-	0%	*	32%	30%	31%	26%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	9%	**5%**	-	5%	-	-	-	-	-	0%	*	4%	8%	4%	2%
	2022	21%	9%	**9%**	-	9%	-	-	-	-	-	0%	*	9%	10%	10%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	24%	**14%**	-	14%	*	-	-	-	-	0%	*	16%	8%	13%	14%
	2022	36%	20%	**12%**	-	12%	-	-	-	-	-	0%	*	12%	14%	11%	4%
Reading and Mathematics Including EOC	2023	37%	24%	**14%**	-	14%	*	-	-	-	-	0%	*	16%	8%	13%	14%
	2022	36%	20%	**12%**	-	12%	-	-	-	-	-	0%	*	12%	14%	11%	4%
Reading Including EOC	2023	50%	37%	**31%**	-	32%	*	-	-	-	-	0%	*	33%	25%	29%	31%
	2022	51%	28%	**21%**	-	21%	-	-	-	-	-	0%	*	22%	14%	18%	15%
Math Including EOC	2023	45%	30%	**20%**	-	20%	*	-	-	-	-	17%	*	21%	17%	19%	22%
	2022	43%	27%	**17%**	-	17%	-	-	-	-	-	14%	*	17%	14%	17%	9%
4th Graders																	
Reading and Mathematics	2023	38%	19%	**15%**	-	15%	-	-	-	-	-	25%	*	15%	18%	13%	11%
	2022	36%	24%	**26%**	-	25%	*	-	-	-	-	9%	17%	23%	39%	24%	16%
Reading and Mathematics Including EOC	2023	38%	19%	**15%**	-	15%	-	-	-	-	-	25%	*	15%	18%	13%	11%
	2022	36%	24%	**26%**	-	25%	*	-	-	-	-	9%	17%	23%	39%	24%	16%
Reading Including EOC	2023	48%	24%	**22%**	-	22%	-	-	-	-	-	25%	*	23%	18%	20%	12%
	2022	54%	41%	**43%**	-	43%	*	-	-	-	-	18%	33%	40%	61%	42%	34%
Math Including EOC	2023	48%	36%	**37%**	-	37%	-	-	-	-	-	38%	*	39%	29%	36%	33%
	2022	43%	30%	**31%**	-	30%	*	-	-	-	-	9%	33%	28%	44%	29%	23%
5th Graders																	
Reading and Mathematics	2023	43%	32%	**31%**	-	31%	-	-	-	-	-	17%	*	32%	27%	30%	16%
	2022	41%	26%	**28%**	-	28%	-	-	-	-	-	13%	*	31%	9%	25%	23%
Reading and Mathematics Including EOC	2023	43%	32%	**31%**	-	31%	-	-	-	-	-	17%	*	32%	27%	30%	16%
	2022	41%	26%	**28%**	-	28%	-	-	-	-	-	13%	*	31%	9%	25%	23%
Reading Including EOC	2023	57%	42%	**41%**	-	41%	-	-	-	-	-	23%	*	39%	50%	40%	27%
	2022	58%	44%	**51%**	-	51%	-	-	-	-	-	25%	*	52%	45%	50%	43%
Math Including EOC	2023	51%	44%	**39%**	-	39%	-	-	-	-	-	17%	*	41%	27%	39%	26%
	2022	48%	39%	**41%**	-	41%	-	-	-	-	-	13%	*	45%	18%	38%	36%
6th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2023	35%	23%	**22%**	-	22%	-	-	-	-	-	0%	*	21%	25%	18%	16%
	2022	31%	22%	**15%**	*	15%	-	-	-	-	-	8%	*	18%	0%	14%	16%
Reading and Mathematics Including EOC	2023	35%	23%	**22%**	-	22%	-	-	-	-	-	0%	*	21%	25%	18%	16%
	2022	31%	22%	**15%**	*	15%	-	-	-	-	-	8%	*	18%	0%	14%	16%
Reading Including EOC	2023	52%	40%	**43%**	-	43%	-	-	-	-	-	0%	*	41%	50%	40%	34%
	2022	43%	40%	**33%**	*	33%	-	-	-	-	-	8%	*	36%	17%	31%	31%
Math Including EOC	2023	40%	34%	**31%**	-	31%	-	-	-	-	-	0%	*	31%	31%	28%	26%
	2022	40%	27%	**21%**	*	21%	-	-	-	-	-	8%	*	24%	0%	18%	22%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	22%	**21%**	-	21%	*	-	-	-	-	10%	20%	21%	20%	19%	14%
	2022	34%	22%	**20%**	*	20%	*	-	-	-	-	8%	17%	20%	19%	19%	15%
Reading and Mathematics Including EOC	2023	39%	24%	**21%**	-	21%	*	-	-	-	-	10%	20%	21%	20%	19%	14%
	2022	36%	24%	**20%**	*	20%	*	-	-	-	-	8%	17%	20%	19%	19%	15%
Reading Including EOC	2023	53%	37%	**34%**	-	35%	*	-	-	-	-	12%	50%	34%	35%	32%	26%
	2022	53%	40%	**37%**	*	37%	*	-	-	-	-	13%	33%	37%	40%	35%	31%
Math Including EOC	2023	47%	35%	**32%**	-	32%	*	-	-	-	-	17%	20%	34%	27%	31%	27%
	2022	43%	31%	**27%**	*	27%	*	-	-	-	-	10%	33%	28%	23%	25%	22%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	41%	**41%**	-	41%	-	-	-	-	-	44%	*	39%	46%	42%	33%
Grade 4 Mathematics	2023	63%	67%	**72%**	-	72%	-	-	-	-	-	63%	*	73%	71%	70%	72%
Grade 5 ELA/Reading	2023	65%	61%	**57%**	-	57%	-	-	-	-	-	45%	*	58%	50%	56%	50%
Grade 5 Mathematics	2023	71%	75%	**67%**	-	67%	-	-	-	-	-	82%	*	68%	65%	67%	68%
Grade 6 ELA/Reading	2023	51%	46%	**41%**	-	41%	-	-	-	-	-	22%	*	38%	54%	40%	39%
Grade 6 Mathematics	2023	54%	53%	**51%**	-	51%	-	-	-	-	-	50%	*	52%	50%	50%	51%
All Grades Both Subjects	2023	64%	60%	**55%**	-	55%	-	-	-	-	-	52%	39%	55%	56%	54%	53%
All Grades ELA/Reading	2023	63%	57%	**46%**	-	46%	-	-	-	-	-	38%	21%	46%	50%	46%	41%
All Grades Mathematics	2023	66%	64%	**64%**	-	64%	-	-	-	-	-	66%	57%	64%	63%	63%	64%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	24%	**23%**	-	23%	-	-	-	-	-	*	*	22%	25%	23%	19%
Grade 4 Mathematics	2023	27%	31%	**39%**	-	39%	-	-	-	-	-	20%	*	41%	33%	33%	38%
Grade 5 ELA/Reading	2023	37%	32%	**28%**	-	28%	-	-	-	-	-	25%	*	31%	*	25%	29%
Grade 5 Mathematics	2023	48%	52%	**38%**	-	38%	-	-	-	-	-	67%	*	43%	20%	38%	42%
Grade 6 ELA/Reading	2023	26%	32%	**8%**	-	8%	-	-	-	-	-	0%	-	9%	*	8%	8%
Grade 6 Mathematics	2023	35%	36%	**62%**	-	62%	-	-	-	-	-	60%	-	70%	*	62%	58%
All Grades Both Subjects	2023	38%	41%	**32%**	-	32%	-	-	-	-	-	29%	20%	35%	24%	31%	32%
All Grades ELA/Reading	2023	35%	35%	**22%**	-	22%	-	-	-	-	-	11%	*	23%	17%	21%	21%
All Grades Mathematics	2023	40%	49%	**43%**	-	43%	-	-	-	-	-	50%	*	47%	29%	41%	44%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	School Year	State	District	Campus	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	2023	76%	70%	**69%**	61%	59%	-	-	68%	-	-	-	-	-	71%	84%	63%	100%
	2022	74%	64%	**67%**	57%	57%	-	-	-	-	-	-	-	-	80%	81%	60%	100%
At Meets Grade Level or Above	2023	49%	34%	**32%**	22%	20%	-	-	27%	-	-	-	-	-	37%	51%	24%	100%
	2022	48%	33%	**32%**	21%	21%	-	-	-	-	-	-	-	-	44%	47%	24%	91%
At Masters Grade Level	2023	20%	9%	**10%**	5%	4%	-	-	11%	-	-	-	-	-	4%	19%	5%	50%
	2022	23%	11%	**13%**	6%	6%	-	-	-	-	-	-	-	-	16%	22%	8%	45%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	**66%**	57%	55%	-	-	62%	-	-	-	-	-	64%	85%	58%	*
	2022	75%	62%	**66%**	53%	53%	-	-	-	-	-	-	-	-	90%	84%	57%	100%
At Meets Grade Level or Above	2023	53%	36%	**34%**	22%	18%	-	-	32%	-	-	-	-	-	39%	56%	24%	*
	2022	53%	38%	**37%**	24%	24%	-	-	-	-	-	-	-	-	80%	54%	28%	89%
At Masters Grade Level	2023	20%	8%	**13%**	6%	4%	-	-	13%	-	-	-	-	-	6%	26%	6%	*
	2022	25%	12%	**18%**	7%	7%	-	-	-	-	-	-	-	-	30%	32%	11%	56%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	73%	**76%**	70%	68%	-	-	74%	-	-	-	-	-	82%	86%	72%	*
	2022	72%	64%	**70%**	62%	62%	-	-	-	-	-	-	-	-	80%	79%	65%	100%
At Meets Grade Level or Above	2023	45%	32%	**32%**	24%	25%	-	-	21%	-	-	-	-	-	33%	47%	25%	*
	2022	42%	28%	**27%**	18%	18%	-	-	-	-	-	-	-	-	30%	40%	19%	100%
At Masters Grade Level	2023	19%	9%	**8%**	6%	5%	-	-	9%	-	-	-	-	-	3%	13%	6%	*
	2022	20%	9%	**9%**	5%	5%	-	-	-	-	-	-	-	-	10%	14%	5%	33%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	70%	**52%**	43%	43%	-	-	-	-	-	-	-	-	60%	70%	46%	-
	2022	76%	67%	**61%**	50%	50%	-	-	-	-	-	-	-	-	60%	71%	52%	*
At Meets Grade Level or Above	2023	47%	32%	**24%**	13%	13%	-	-	-	-	-	-	-	-	40%	43%	17%	-
	2022	47%	30%	**31%**	26%	26%	-	-	-	-	-	-	-	-	0%	43%	21%	*
At Masters Grade Level	2023	18%	9%	**5%**	2%	2%	-	-	-	-	-	-	-	-	0%	13%	2%	-
	2022	21%	9%	**9%**	6%	6%	-	-	-	-	-	-	-	-	0%	10%	5%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	60%	**55%**	51%	51%	-	-	*	-	-	-	-	-	57%	61%	52%	88%
All Grades ELA/Reading	2023	63%	57%	**46%**	37%	37%	-	-	*	-	-	-	-	-	54%	59%	40%	*
All Grades Mathematics	2023	66%	64%	**64%**	65%	65%	-	-	*	-	-	-	-	-	60%	63%	64%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**32%**	32%	32%	-	-	-	-	-	-	-	-	36%	36%	32%	-

Texas Education Agency

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	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
All Grades ELA/Reading	2023	35%	35%	**22%**	22%	22%	-	-	-	-	-	-	-	-	14%	33%	21%	-
All Grades Mathematics	2023	40%	49%	**43%**	42%	42%	-	-	-	-	-	-	-	-	57%	38%	44%	-

* 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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	97%	**100%**	-	100%	*	-	-	-	-	99%	100%	100%	99%	100%	100%
Included in Accountability	93%	90%	**97%**	-	97%	*	-	-	-	-	99%	88%	99%	89%	99%	97%
Not Included in Accountability: Mobile	4%	4%	**2%**	-	2%	*	-	-	-	-	0%	8%	1%	8%	1%	2%
Not Included in Accountability: Other Exclusions	2%	3%	**0%**	-	0%	*	-	-	-	-	0%	4%	0%	2%	0%	1%
Not Tested	1%	3%	**0%**	-	0%	*	-	-	-	-	1%	0%	0%	1%	0%	0%
Absent	1%	3%	**0%**	-	0%	*	-	-	-	-	1%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	97%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	88%	**97%**	-	97%	*	-	-	-	-	100%	83%	99%	89%	99%	97%
Not Included in Accountability: Mobile	4%	4%	**3%**	-	3%	*	-	-	-	-	0%	8%	1%	8%	1%	2%
Not Included in Accountability: Other Exclusions	3%	5%	**1%**	-	1%	*	-	-	-	-	0%	8%	0%	3%	1%	1%
Not Tested	1%	3%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	3%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**99%**	-	99%	*	-	-	-	-	98%	100%	100%	98%	100%	100%
Included in Accountability	94%	93%	**97%**	-	97%	*	-	-	-	-	98%	91%	98%	89%	99%	97%
Not Included in Accountability: Mobile	5%	4%	**3%**	-	3%	*	-	-	-	-	0%	9%	1%	8%	1%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	2%	0%	0%
Not Tested	1%	2%	**1%**	-	1%	*	-	-	-	-	2%	0%	0%	2%	0%	0%
Absent	1%	2%	**1%**	-	1%	*	-	-	-	-	2%	0%	0%	2%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	96%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	90%	**98%**	-	98%	-	-	-	-	-	100%	*	99%	92%	99%	100%
Not Included in Accountability: Mobile	4%	4%	**2%**	-	2%	-	-	-	-	-	0%	*	1%	8%	1%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	4%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	4%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	*	100%	*	-	-	-	-	98%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	**93%**	*	93%	*	-	-	-	-	89%	87%	98%	72%	96%	92%
Not Included in Accountability: Mobile	5%	5%	**5%**	*	5%	*	-	-	-	-	7%	13%	1%	23%	3%	6%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	*	1%	*	-	-	-	-	1%	0%	0%	5%	1%	2%
Not Tested	1%	1%	**0%**	*	0%	*	-	-	-	-	2%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	*	-	-	-	-	2%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	88%	**93%**	*	93%	*	-	-	-	-	91%	86%	99%	72%	95%	92%
Not Included in Accountability: Mobile	5%	5%	**5%**	*	5%	*	-	-	-	-	7%	14%	1%	22%	3%	5%
Not Included in Accountability: Other Exclusions	2%	5%	**2%**	*	2%	*	-	-	-	-	2%	0%	1%	6%	2%	2%
Not Tested	1%	1%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	*	99%	*	-	-	-	-	98%	100%	99%	100%	99%	99%
Included in Accountability	93%	92%	**94%**	*	94%	*	-	-	-	-	91%	86%	99%	73%	96%	93%
Not Included in Accountability: Mobile	5%	5%	**5%**	*	5%	*	-	-	-	-	7%	14%	1%	23%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	1%	*	-	-	-	-	0%	0%	0%	5%	1%	1%
Not Tested	1%	1%	**1%**	*	1%	*	-	-	-	-	2%	0%	1%	0%	1%	1%
Absent	1%	1%	**1%**	*	1%	*	-	-	-	-	2%	0%	1%	0%	1%	1%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**99%**	-	99%	-	-	-	-	-	88%	*	98%	100%	98%	100%
Included in Accountability	93%	92%	**92%**	-	92%	-	-	-	-	-	75%	*	97%	71%	95%	92%
Not Included in Accountability: Mobile	4%	4%	**7%**	-	7%	-	-	-	-	-	13%	*	2%	29%	3%	8%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**1%**	-	1%	-	-	-	-	-	13%	*	2%	0%	2%	0%
Absent	1%	1%	**1%**	-	1%	-	-	-	-	-	13%	*	2%	0%	2%	0%
Other	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	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	90.9%	**92.6%**	-	92.6%	*	-	-	-	*	89.9%	92.4%	92.6%
2020-21	95.0%	95.4%	**96.2%**	-	96.2%	-	-	-	-	*	92.5%	96.1%	96.0%
Chronic Absenteeism													
2021-22	25.7%	34.0%	**26.0%**	-	26.1%	*	-	-	-	*	43.9%	25.4%	26.9%
2020-21	15.0%	14.3%	**9.4%**	-	9.4%	-	-	-	-	*	21.1%	9.6%	10.7%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	81.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	91.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	81.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	84.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	9.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	74.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	8.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	71.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	76.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	81.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	85.6%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	242	368,686
By Ethnicity:				
African American	-	-	0	45,227
Hispanic	-	-	242	191,125
White	-	-	0	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	0	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	45	51,023
Foundation H.S. Program (Endorsement)	-	-	23	14,179
Foundation H.S. Program (DLA)	-	-	174	302,917
Special Education Graduates	-	-	26	32,447
Economically Disadvantaged Graduates	-	-	208	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	89	40,398
At-Risk Graduates	-	-	171	159,689

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	329	100.0%	3,173	5,504,150	329	100.0%	3,177	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	6.8%	4.4%	0	0.0%	6.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	2.1%	0.7%	0	0.0%	2.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.7%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 2	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 3	73	22.2%	6.0%	7.2%	73	22.2%	6.0%	7.1%
Grade 4	84	25.5%	6.4%	7.2%	84	25.5%	6.4%	7.1%
Grade 5	95	28.9%	6.7%	7.2%	95	28.9%	6.7%	7.2%
Grade 6	77	23.4%	6.2%	7.3%	77	23.4%	6.2%	7.2%
Grade 7	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 8	0	0.0%	8.7%	7.7%	0	0.0%	8.7%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.5%	8.7%
Grade 10	0	0.0%	10.6%	7.9%	0	0.0%	10.6%	7.9%
Grade 11	0	0.0%	7.3%	7.0%	0	0.0%	7.3%	7.0%
Grade 12	0	0.0%	5.9%	6.6%	0	0.0%	5.9%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.8%	0	0.0%	0.1%	12.8%
Hispanic	326	99.1%	99.2%	53.0%	326	99.1%	99.2%	52.9%
White	2	0.6%	0.6%	25.6%	2	0.6%	0.6%	25.7%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	5.1%	0	0.0%	0.0%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.3%	0.1%	3.0%	1	0.3%	0.1%	3.0%
Sex:								
Female	163	49.5%	48.3%	48.8%	163	49.5%	48.3%	48.8%
Male	166	50.5%	51.7%	51.2%	166	50.5%	51.7%	51.2%
Economically Disadvantaged	305	92.7%	91.2%	62.1%	305	92.7%	91.2%	62.0%
Non-Educationally Disadvantaged	24	7.3%	8.8%	37.9%	24	7.3%	8.8%	38.0%
Section 504 Students	23	7.0%	5.0%	7.4%	23	7.0%	5.0%	7.4%
EB Students/EL	227	69.0%	61.7%	23.1%	227	69.0%	61.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	8	2.1%	3.1%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	17	5.2%	2.2%	5.5%	17	5.2%	2.2%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	8	2.4%	1.4%	1.3%	8	2.4%	1.4%	1.3%
Immigrant	3	0.9%	1.6%	2.2%	3	0.9%	1.6%	2.2%
Migrant	7	2.1%	0.9%	0.3%	7	2.1%	0.8%	0.3%
Title I	329	100.0%	100.0%	64.6%	329	100.0%	100.0%	64.6%
Military Connected	10	3.0%	2.3%	3.6%	10	3.0%	2.3%	3.6%
At-Risk	276	83.9%	79.8%	53.3%	276	83.9%	79.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	198	60.2%	53.6%	23.2%	198	60.2%	53.6%	23.2%
Career and Technical Education	0	0.0%	30.5%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	82.1%	72.3%				
Gifted and Talented Education	20	6.1%	5.9%	8.2%	20	6.1%	5.9%	8.2%
Special Education	47	14.3%	14.6%	12.6%	47	14.3%	14.6%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	47							
By Type of Primary Disability Students with Intellectual Disabilities	25	53.2%	52.9%	44.1%				
Students with Physical Disabilities	**	**	27.2%	20.0%				
Students with Autism	*	*	**	15.5%				
Students with Behavioral Disabilities	11	23.4%	11.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	42	11.2%	13.4%	16.8%				
By Ethnicity: African American	0	0.0%	0.0%	3.3%				
Hispanic	42	11.2%	13.2%	8.7%				
White	0	0.0%	0.1%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Count and Percent of Special Ed Students who are Mobile	11	19.3%	12.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	33	12.3%	13.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	30	8.7%	12.1%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	35	13.4%	13.1%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.5%	-	0.0%	4.5%
Grade 1	-	5.2%	2.5%	-	8.5%	3.6%
Grade 2	-	5.8%	1.6%	-	0.0%	2.0%
Grade 3	4.2%	2.5%	0.8%	0.0%	0.0%	0.9%
Grade 4	3.4%	1.7%	0.5%	0.0%	0.0%	0.5%
Grade 5	1.5%	1.2%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	-	0.5%	0.4%	-	0.0%	0.5%
Grade 8	-	0.5%	0.4%	-	2.9%	0.5%
Grade 9	-	1.3%	8.7%	-	3.3%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	24.9	18.7
Grade 1	-	19.8	19.1
Grade 2	-	18.1	19.1
Grade 3	25.0	22.0	19.3
Grade 4	15.0	17.5	19.4
Grade 5	17.5	20.0	20.8
Grade 6	19.0	20.7	19.2
Secondary:			
English/Language Arts	-	14.8	16.2
Foreign Languages	-	21.6	18.8
Mathematics	-	19.3	17.5
Science	-	20.1	18.5
Social Studies	-	21.8	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	32.9	100.0%	100.0%	100.0%
Professional Staff:	26.9	81.7%	50.1%	64.1%
Teachers	23.0	69.9%	35.8%	48.7%
Professional Support	2.0	6.1%	10.5%	10.9%
Campus Administration (School Leadership)	1.9	5.8%	2.4%	3.3%
Educational Aides:	6.0	18.3%	11.5%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	3.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	12.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	31.9	97.0%	97.0%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.5%	11.8%
Hispanic	22.0	95.6%	94.6%	29.6%
White	1.0	4.4%	4.3%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	6.0	26.1%	28.4%	24.4%
Females	17.0	73.9%	71.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	3.8%	2.0%
Bachelors	20.0	87.1%	71.5%	72.2%
Masters	3.0	12.9%	24.7%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	4.2%	7.8%	9.7%
1-5 Years Experience	2.0	8.7%	20.3%	26.3%
6-10 Years Experience	3.0	13.1%	20.5%	20.5%
11-20 Years Experience	13.0	56.6%	34.6%	27.2%
21-30 Years Experience	2.0	8.7%	15.2%	13.3%
Over 30 Years Experience	2.0	8.7%	1.6%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.3	n/a	16.3	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	6.5	6.1
Average Years Experience of Principals with District	3.0	6.5	5.3
Average Years Experience of Assistant Principals	1.0	3.9	5.2
Average Years Experience of Assistant Principals with District	1.0	3.9	4.4
Average Years Experience of Teachers:	14.4	11.8	11.0
Average Years Experience of Teachers with District:	10.7	9.1	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$59,051	$47,625	$53,300
1-5 Years Experience	$58,841	$59,468	$56,516
6-10 Years Experience	$60,367	$61,989	$59,732
11-20 Years Experience	$59,922	$63,290	$63,389
21-30 Years Experience	$67,743	$69,128	$67,876
Over 30 Years Experience	$72,674	$74,088	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$61,642	$62,088	$60,717
Professional Support	$73,960	$72,797	$72,022
Campus Administration (School Leadership)	$77,164	$84,834	$85,167
Instructional Staff Percent:	n/a	52.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	10.0	43.7%	24.4%	5.9%
Career and Technical Education	0.0	0.0%	7.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	0.1%	1.7%
Regular Education	10.9	47.5%	49.5%	70.6%
Special Education	2.0	8.8%	14.9%	9.7%
Other	0.0	0.0%	3.4%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: SAN ELIZARIO ISD

Campus Name: ALFONSO BORREGO SR EL

Campus Number: 071904104

This page is intentionally blank.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	66%	**67%**	-	67%	-	-	-	-	-	56%	*	68%	63%	66%	64%
	2022	76%	59%	**59%**	-	59%	-	-	-	-	-	55%	40%	60%	56%	56%	45%
At Meets Grade Level or Above	2023	50%	37%	**41%**	-	41%	-	-	-	-	-	31%	*	41%	40%	39%	36%
	2022	51%	28%	**34%**	-	34%	-	-	-	-	-	41%	40%	38%	13%	31%	17%
At Masters Grade Level	2023	20%	13%	**13%**	-	13%	-	-	-	-	-	0%	*	12%	17%	12%	12%
	2022	30%	14%	**13%**	-	13%	-	-	-	-	-	9%	20%	15%	0%	10%	5%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	73%	**71%**	-	71%	-	-	-	-	-	56%	*	70%	77%	71%	71%
	2022	71%	62%	**64%**	-	64%	-	-	-	-	-	55%	80%	68%	44%	61%	52%
At Meets Grade Level or Above	2023	45%	30%	**36%**	-	36%	-	-	-	-	-	31%	*	32%	47%	34%	33%
	2022	43%	27%	**34%**	-	34%	-	-	-	-	-	36%	40%	38%	13%	33%	25%
At Masters Grade Level	2023	19%	10%	**13%**	-	13%	-	-	-	-	-	0%	*	12%	13%	10%	11%
	2022	21%	7%	**9%**	-	9%	-	-	-	-	-	0%	0%	11%	0%	9%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	57%	**57%**	-	57%	-	-	-	-	-	44%	80%	59%	52%	56%	45%
	2022	77%	65%	**63%**	-	63%	-	-	-	-	-	52%	71%	64%	57%	61%	58%
At Meets Grade Level or Above	2023	48%	24%	**26%**	-	26%	-	-	-	-	-	24%	60%	33%	7%	25%	16%
	2022	54%	41%	**38%**	-	38%	-	-	-	-	-	35%	57%	38%	39%	38%	36%
At Masters Grade Level	2023	22%	4%	**3%**	-	3%	-	-	-	-	-	0%	0%	4%	0%	2%	1%
	2022	28%	20%	**15%**	-	15%	-	-	-	-	-	9%	14%	16%	13%	15%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	64%	**59%**	-	59%	-	-	-	-	-	44%	100%	66%	41%	58%	55%
	2022	70%	65%	**63%**	-	63%	-	-	-	-	-	35%	100%	65%	52%	61%	62%
At Meets Grade Level or Above	2023	48%	36%	**35%**	-	35%	-	-	-	-	-	28%	60%	40%	21%	34%	28%
	2022	43%	30%	**30%**	-	30%	-	-	-	-	-	26%	57%	32%	22%	29%	32%
At Masters Grade Level	2023	22%	12%	**13%**	-	13%	-	-	-	-	-	0%	0%	15%	7%	12%	8%
	2022	23%	11%	**8%**	-	8%	-	-	-	-	-	9%	14%	10%	0%	7%	10%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	71%	**72%**	-	72%	-	-	-	-	-	40%	75%	72%	72%	72%	68%
	2022	81%	76%	**74%**	-	74%	-	-	-	-	-	44%	*	71%	86%	74%	67%
At Meets Grade Level or Above	2023	57%	42%	**44%**	-	44%	-	-	-	-	-	20%	50%	41%	52%	42%	44%
	2022	58%	44%	**41%**	-	41%	-	-	-	-	-	19%	*	41%	41%	40%	36%
At Masters Grade Level	2023	28%	16%	**14%**	-	14%	-	-	-	-	-	10%	25%	12%	21%	13%	14%
	2022	36%	19%	**16%**	-	16%	-	-	-	-	-	0%	*	18%	9%	16%	14%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	81%	**86%**	-	86%	-	-	-	-	-	75%	100%	84%	90%	84%	82%
	2022	77%	79%	**78%**	-	78%	-	-	-	-	-	63%	*	78%	77%	76%	72%
At Meets Grade Level or Above	2023	51%	44%	**49%**	-	49%	-	-	-	-	-	30%	50%	43%	62%	49%	51%
	2022	48%	39%	**39%**	-	39%	-	-	-	-	-	31%	*	40%	36%	37%	35%
At Masters Grade Level	2023	21%	9%	**11%**	-	11%	-	-	-	-	-	10%	13%	13%	7%	9%	11%
	2022	25%	13%	**13%**	-	13%	-	-	-	-	-	13%	*	13%	14%	12%	13%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	58%	**64%**	-	64%	-	-	-	-	-	35%	75%	58%	79%	64%	67%
	2022	66%	61%	**61%**	-	61%	-	-	-	-	-	44%	*	60%	64%	58%	54%
At Meets Grade Level or Above	2023	36%	28%	**31%**	-	31%	-	-	-	-	-	15%	50%	29%	38%	30%	36%
	2022	38%	29%	**27%**	-	27%	-	-	-	-	-	25%	*	29%	18%	24%	25%
At Masters Grade Level	2023	16%	9%	**12%**	-	12%	-	-	-	-	-	0%	25%	12%	14%	11%	17%
	2022	18%	10%	**10%**	-	10%	-	-	-	-	-	13%	*	11%	9%	9%	8%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	74%	**75%**	-	76%	*	-	-	-	-	40%	*	78%	63%	75%	71%
	2022	70%	60%	**63%**	-	62%	*	-	-	-	-	40%	*	65%	53%	62%	56%
At Meets Grade Level or Above	2023	52%	40%	**38%**	-	39%	*	-	-	-	-	13%	*	43%	21%	36%	35%
	2022	43%	40%	**45%**	-	45%	*	-	-	-	-	35%	*	48%	32%	43%	41%
At Masters Grade Level	2023	22%	10%	**8%**	-	8%	*	-	-	-	-	0%	*	9%	4%	5%	7%
	2022	23%	12%	**15%**	-	14%	*	-	-	-	-	5%	*	14%	21%	15%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**77%**	-	77%	*	-	-	-	-	67%	*	77%	75%	75%	75%
	2022	73%	69%	**68%**	-	67%	*	-	-	-	-	50%	*	69%	58%	66%	67%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	34%	**36%**	-	36%	*	-	-	-	-	40%	*	34%	42%	33%	35%
	2022	39%	27%	**31%**	-	30%	*	-	-	-	-	25%	*	33%	21%	31%	26%
At Masters Grade Level	2023	16%	8%	**8%**	-	8%	*	-	-	-	-	13%	*	9%	4%	5%	6%
	2022	16%	7%	**10%**	-	10%	*	-	-	-	-	5%	*	10%	11%	11%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	70%	**70%**	-	70%	*	-	-	-	-	50%	80%	70%	68%	69%	67%
	2022	74%	64%	**66%**	-	66%	*	-	-	-	-	48%	74%	67%	62%	64%	60%
At Meets Grade Level or Above	2023	49%	34%	**37%**	-	37%	*	-	-	-	-	26%	50%	37%	37%	36%	35%
	2022	48%	33%	**36%**	-	35%	*	-	-	-	-	31%	46%	38%	27%	34%	31%
At Masters Grade Level	2023	20%	9%	**11%**	-	11%	*	-	-	-	-	3%	13%	11%	10%	9%	9%
	2022	23%	11%	**12%**	-	12%	*	-	-	-	-	7%	15%	13%	9%	12%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	**68%**	-	68%	*	-	-	-	-	45%	74%	70%	63%	67%	62%
	2022	75%	62%	**65%**	-	65%	*	-	-	-	-	48%	61%	65%	64%	64%	57%
At Meets Grade Level or Above	2023	53%	36%	**37%**	-	37%	*	-	-	-	-	22%	53%	40%	30%	35%	32%
	2022	53%	38%	**40%**	-	40%	*	-	-	-	-	33%	39%	42%	33%	38%	33%
At Masters Grade Level	2023	20%	8%	**10%**	-	10%	*	-	-	-	-	3%	11%	9%	11%	8%	8%
	2022	25%	12%	**15%**	-	15%	*	-	-	-	-	6%	17%	16%	11%	14%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	73%	**73%**	-	73%	*	-	-	-	-	59%	89%	74%	71%	72%	71%
	2022	72%	64%	**68%**	-	68%	*	-	-	-	-	49%	89%	70%	59%	66%	64%
At Meets Grade Level or Above	2023	45%	32%	**39%**	-	39%	*	-	-	-	-	32%	47%	37%	43%	37%	36%
	2022	42%	28%	**33%**	-	33%	*	-	-	-	-	30%	50%	36%	24%	32%	30%
At Masters Grade Level	2023	19%	9%	**11%**	-	11%	*	-	-	-	-	5%	11%	12%	8%	9%	9%
	2022	20%	9%	**10%**	-	10%	*	-	-	-	-	6%	17%	11%	6%	10%	10%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	70%	**64%**	-	64%	-	-	-	-	-	35%	75%	58%	79%	64%	67%
	2022	76%	67%	**61%**	-	61%	-	-	-	-	-	44%	*	60%	64%	58%	54%
At Meets Grade Level or Above	2023	47%	32%	**31%**	-	31%	-	-	-	-	-	15%	50%	29%	38%	30%	36%
	2022	47%	30%	**27%**	-	27%	-	-	-	-	-	25%	*	29%	18%	24%	25%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	9%	**12%**	-	12%	-	-	-	-	-	0%	25%	12%	14%	11%	17%
	2022	21%	9%	**10%**	-	10%	-	-	-	-	-	13%	*	11%	9%	9%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	24%	**29%**	-	29%	-	-	-	-	-	31%	*	28%	33%	27%	25%
	2022	36%	20%	**26%**	-	26%	-	-	-	-	-	32%	40%	29%	13%	25%	15%
Reading and Mathematics Including EOC	2023	37%	24%	**29%**	-	29%	-	-	-	-	-	31%	*	28%	33%	27%	25%
	2022	36%	20%	**26%**	-	26%	-	-	-	-	-	32%	40%	29%	13%	25%	15%
Reading Including EOC	2023	50%	37%	**41%**	-	41%	-	-	-	-	-	31%	*	41%	40%	39%	36%
	2022	51%	28%	**34%**	-	34%	-	-	-	-	-	41%	40%	38%	13%	31%	17%
Math Including EOC	2023	45%	30%	**36%**	-	36%	-	-	-	-	-	31%	*	32%	47%	34%	33%
	2022	43%	27%	**34%**	-	34%	-	-	-	-	-	36%	40%	38%	13%	33%	25%
4th Graders																	
Reading and Mathematics	2023	38%	19%	**22%**	-	22%	-	-	-	-	-	20%	40%	27%	7%	20%	14%
	2022	36%	24%	**22%**	-	22%	-	-	-	-	-	26%	43%	23%	17%	20%	25%
Reading and Mathematics Including EOC	2023	38%	19%	**22%**	-	22%	-	-	-	-	-	20%	40%	27%	7%	20%	14%
	2022	36%	24%	**22%**	-	22%	-	-	-	-	-	26%	43%	23%	17%	20%	25%
Reading Including EOC	2023	48%	24%	**26%**	-	26%	-	-	-	-	-	24%	60%	33%	7%	25%	16%
	2022	54%	41%	**38%**	-	38%	-	-	-	-	-	35%	57%	38%	39%	38%	36%
Math Including EOC	2023	48%	36%	**35%**	-	35%	-	-	-	-	-	28%	60%	40%	21%	34%	28%
	2022	43%	30%	**30%**	-	30%	-	-	-	-	-	26%	57%	32%	22%	29%	32%
5th Graders																	
Reading and Mathematics	2023	43%	32%	**32%**	-	32%	-	-	-	-	-	15%	50%	30%	38%	31%	36%
	2022	41%	26%	**26%**	-	26%	-	-	-	-	-	19%	*	26%	23%	23%	24%
Reading and Mathematics Including EOC	2023	43%	32%	**32%**	-	32%	-	-	-	-	-	15%	50%	30%	38%	31%	36%
	2022	41%	26%	**26%**	-	26%	-	-	-	-	-	19%	*	26%	23%	23%	24%
Reading Including EOC	2023	57%	42%	**44%**	-	44%	-	-	-	-	-	20%	50%	41%	52%	42%	44%
	2022	58%	44%	**41%**	-	41%	-	-	-	-	-	19%	*	41%	41%	40%	36%
Math Including EOC	2023	51%	44%	**49%**	-	49%	-	-	-	-	-	30%	50%	43%	62%	49%	51%
	2022	48%	39%	**39%**	-	39%	-	-	-	-	-	31%	*	40%	36%	37%	35%
6th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2023	35%	23%	**24%**	-	24%	*	-	-	-	-	13%	*	25%	21%	21%	24%
	2022	31%	22%	**26%**	-	25%	*	-	-	-	-	25%	*	27%	21%	26%	22%
Reading and Mathematics Including EOC	2023	35%	23%	**24%**	-	24%	*	-	-	-	-	13%	*	25%	21%	21%	24%
	2022	31%	22%	**26%**	-	25%	*	-	-	-	-	25%	*	27%	21%	26%	22%
Reading Including EOC	2023	52%	40%	**38%**	-	39%	*	-	-	-	-	13%	*	43%	21%	36%	35%
	2022	43%	40%	**45%**	-	45%	*	-	-	-	-	35%	*	48%	32%	43%	41%
Math Including EOC	2023	40%	34%	**36%**	-	36%	*	-	-	-	-	40%	*	34%	42%	33%	35%
	2022	40%	27%	**31%**	-	30%	*	-	-	-	-	25%	*	33%	21%	31%	26%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	22%	**27%**	-	27%	*	-	-	-	-	20%	37%	27%	25%	25%	25%
	2022	34%	22%	**25%**	-	25%	*	-	-	-	-	26%	33%	26%	19%	24%	22%
Reading and Mathematics Including EOC	2023	39%	24%	**27%**	-	27%	*	-	-	-	-	20%	37%	27%	25%	25%	25%
	2022	36%	24%	**25%**	-	25%	*	-	-	-	-	26%	33%	26%	19%	24%	22%
Reading Including EOC	2023	53%	37%	**37%**	-	37%	*	-	-	-	-	22%	53%	40%	30%	35%	32%
	2022	53%	40%	**40%**	-	40%	*	-	-	-	-	33%	39%	42%	33%	38%	33%
Math Including EOC	2023	47%	35%	**39%**	-	39%	*	-	-	-	-	32%	47%	37%	43%	37%	36%
	2022	43%	31%	**33%**	-	33%	*	-	-	-	-	30%	50%	36%	24%	32%	30%

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

\- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	41%	**41%**	-	41%	-	-	-	-	-	42%	40%	43%	36%	43%	41%
Grade 4 Mathematics	2023	63%	67%	**64%**	-	64%	-	-	-	-	-	54%	70%	65%	61%	62%	63%
Grade 5 ELA/Reading	2023	65%	61%	**65%**	-	65%	-	-	-	-	-	50%	69%	63%	71%	64%	65%
Grade 5 Mathematics	2023	71%	75%	**81%**	-	81%	-	-	-	-	-	93%	56%	80%	86%	82%	80%
Grade 6 ELA/Reading	2023	51%	46%	**49%**	-	49%	*	-	-	-	-	43%	*	56%	19%	46%	46%
Grade 6 Mathematics	2023	54%	53%	**53%**	-	53%	*	-	-	-	-	67%	*	52%	57%	52%	54%
All Grades Both Subjects	2023	64%	60%	**59%**	-	59%	*	-	-	-	-	58%	57%	59%	56%	58%	58%
All Grades ELA/Reading	2023	63%	57%	**51%**	-	52%	*	-	-	-	-	45%	57%	54%	44%	51%	50%
All Grades Mathematics	2023	66%	64%	**66%**	-	66%	*	-	-	-	-	70%	57%	65%	69%	65%	65%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	24%	**23%**	-	23%	-	-	-	-	-	9%	*	20%	31%	25%	24%
Grade 4 Mathematics	2023	27%	31%	**23%**	-	23%	-	-	-	-	-	0%	*	27%	18%	24%	27%
Grade 5 ELA/Reading	2023	37%	32%	**37%**	-	37%	-	-	-	-	-	9%	*	41%	25%	38%	31%
Grade 5 Mathematics	2023	48%	52%	**62%**	-	62%	-	-	-	-	-	67%	-	52%	83%	61%	46%
Grade 6 ELA/Reading	2023	26%	32%	**41%**	-	41%	-	-	-	-	-	13%	*	46%	20%	44%	40%
Grade 6 Mathematics	2023	35%	36%	**22%**	-	22%	-	-	-	-	-	20%	*	28%	0%	23%	25%
All Grades Both Subjects	2023	38%	41%	**35%**	-	35%	-	-	-	-	-	23%	43%	35%	33%	36%	31%
All Grades ELA/Reading	2023	35%	35%	**33%**	-	33%	-	-	-	-	-	10%	40%	35%	27%	35%	30%
All Grades Mathematics	2023	40%	49%	**37%**	-	37%	-	-	-	-	-	34%	*	36%	38%	37%	32%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	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	2023	76%	70%	**70%**	65%	66%	-	-	63%	-	-	-	-	-	70%	77%	66%	100%
	2022	74%	64%	**66%**	58%	58%	-	-	-	-	-	-	-	-	64%	80%	58%	100%
At Meets Grade Level or Above	2023	49%	34%	**37%**	33%	34%	-	-	29%	-	-	-	-	-	34%	43%	33%	90%
	2022	48%	33%	**36%**	27%	27%	-	-	-	-	-	-	-	-	42%	47%	29%	76%
At Masters Grade Level	2023	20%	9%	**11%**	10%	9%	-	-	12%	-	-	-	-	-	1%	13%	9%	40%
	2022	23%	11%	**12%**	10%	10%	-	-	-	-	-	-	-	-	13%	16%	10%	20%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	**68%**	61%	62%	-	-	59%	-	-	-	-	-	63%	80%	61%	100%
	2022	75%	62%	**65%**	55%	55%	-	-	-	-	-	-	-	-	63%	82%	56%	100%
At Meets Grade Level or Above	2023	53%	36%	**37%**	30%	30%	-	-	30%	-	-	-	-	-	35%	48%	30%	100%
	2022	53%	38%	**40%**	29%	29%	-	-	-	-	-	-	-	-	46%	55%	32%	80%
At Masters Grade Level	2023	20%	8%	**10%**	7%	6%	-	-	11%	-	-	-	-	-	3%	12%	7%	67%
	2022	25%	12%	**15%**	11%	11%	-	-	-	-	-	-	-	-	15%	23%	12%	10%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	73%	**73%**	68%	69%	-	-	67%	-	-	-	-	-	83%	79%	70%	100%
	2022	72%	64%	**68%**	62%	62%	-	-	-	-	-	-	-	-	69%	78%	63%	100%
At Meets Grade Level or Above	2023	45%	32%	**39%**	35%	37%	-	-	29%	-	-	-	-	-	35%	44%	35%	89%
	2022	42%	28%	**33%**	26%	26%	-	-	-	-	-	-	-	-	44%	42%	28%	70%
At Masters Grade Level	2023	19%	9%	**11%**	10%	9%	-	-	13%	-	-	-	-	-	0%	17%	8%	22%
	2022	20%	9%	**10%**	10%	10%	-	-	-	-	-	-	-	-	10%	9%	10%	30%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	70%	**64%**	69%	69%	-	-	-	-	-	-	-	-	44%	58%	66%	*
	2022	76%	67%	**61%**	51%	51%	-	-	-	-	-	-	-	-	50%	78%	51%	100%
At Meets Grade Level or Above	2023	47%	32%	**31%**	38%	38%	-	-	-	-	-	-	-	-	22%	21%	36%	*
	2022	47%	30%	**27%**	21%	21%	-	-	-	-	-	-	-	-	20%	34%	21%	80%
At Masters Grade Level	2023	18%	9%	**12%**	20%	20%	-	-	-	-	-	-	-	-	0%	3%	17%	*
	2022	21%	9%	**10%**	6%	6%	-	-	-	-	-	-	-	-	20%	16%	8%	20%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	60%	**59%**	57%	57%	-	-	-	-	-	-	-	-	53%	61%	57%	88%
All Grades ELA/Reading	2023	63%	57%	**51%**	49%	49%	-	-	-	-	-	-	-	-	46%	54%	49%	100%
All Grades Mathematics	2023	66%	64%	**66%**	66%	66%	-	-	-	-	-	-	-	-	59%	68%	65%	75%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**35%**	32%	32%	-	-	-	-	-	-	-	-	30%	50%	31%	-

Texas Education Agency

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	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
All Grades ELA/Reading	2023	35%	35%	**33%**	31%	31%	-	-	-	-	-	-	-	-	27%	44%	30%	-
All Grades Mathematics	2023	40%	49%	**37%**	32%	32%	-	-	-	-	-	-	-	-	33%	55%	32%	-

* 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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	97%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	90%	**93%**	-	93%	*	-	-	-	-	92%	100%	97%	83%	94%	93%
Not Included in Accountability: Mobile	4%	4%	**5%**	-	5%	*	-	-	-	-	8%	0%	3%	11%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	**2%**	-	2%	*	-	-	-	-	0%	0%	0%	6%	2%	2%
Not Tested	1%	3%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	3%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	97%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	88%	**93%**	-	93%	*	-	-	-	-	93%	100%	97%	83%	93%	93%
Not Included in Accountability: Mobile	4%	4%	**5%**	-	5%	*	-	-	-	-	7%	0%	3%	11%	4%	4%
Not Included in Accountability: Other Exclusions	3%	5%	**2%**	-	2%	*	-	-	-	-	0%	0%	0%	6%	2%	2%
Not Tested	1%	3%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	3%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**94%**	-	94%	*	-	-	-	-	93%	100%	98%	84%	94%	94%
Not Included in Accountability: Mobile	5%	4%	**5%**	-	5%	*	-	-	-	-	7%	0%	2%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	*	-	-	-	-	0%	0%	0%	5%	2%	2%
Not Tested	1%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	96%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	90%	**92%**	-	92%	-	-	-	-	-	87%	100%	95%	85%	94%	92%
Not Included in Accountability: Mobile	4%	4%	**6%**	-	6%	-	-	-	-	-	13%	0%	5%	9%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	2%	-	-	-	-	-	0%	0%	0%	6%	2%	3%
Not Tested	1%	4%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	4%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	**91%**	-	91%	*	*	-	-	-	94%	83%	99%	66%	91%	91%
Not Included in Accountability: Mobile	5%	5%	**7%**	-	7%	*	*	-	-	-	6%	17%	1%	27%	7%	6%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	-	2%	*	*	-	-	-	0%	0%	0%	7%	2%	3%
Not Tested	1%	1%	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	88%	**90%**	-	90%	*	*	-	-	-	93%	82%	99%	64%	90%	90%
Not Included in Accountability: Mobile	5%	5%	**8%**	-	8%	*	*	-	-	-	7%	18%	1%	28%	7%	7%
Not Included in Accountability: Other Exclusions	2%	5%	**2%**	-	2%	*	*	-	-	-	0%	0%	0%	8%	2%	3%
Not Tested	1%	1%	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**91%**	-	91%	*	*	-	-	-	93%	82%	99%	66%	91%	91%
Not Included in Accountability: Mobile	5%	5%	**8%**	-	8%	*	*	-	-	-	7%	18%	1%	29%	7%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	*	*	-	-	-	0%	0%	0%	6%	1%	2%
Not Tested	1%	1%	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**95%**	-	95%	-	-	-	-	-	100%	*	100%	79%	96%	97%
Not Included in Accountability: Mobile	4%	4%	**3%**	-	3%	-	-	-	-	-	0%	*	0%	14%	2%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	-	-	-	-	-	0%	*	0%	7%	2%	2%
Not Tested	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	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	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	90.9%	**92.0%**	*	92.0%	*	*	-	-	-	90.3%	91.7%	92.1%
2020-21	95.0%	95.4%	**93.7%**	*	93.7%	*	-	-	-	-	90.0%	93.4%	93.4%
Chronic Absenteeism													
2021-22	25.7%	34.0%	**28.8%**	*	28.8%	*	*	-	-	-	40.2%	30.5%	26.5%
2020-21	15.0%	14.3%	**21.0%**	*	20.8%	20.0%	-	-	-	-	32.7%	21.6%	22.2%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	81.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	91.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	81.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	84.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	9.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	74.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	8.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	71.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	76.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	81.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	85.6%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	242	368,686
By Ethnicity:				
African American	-	-	0	45,227
Hispanic	-	-	242	191,125
White	-	-	0	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	0	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	45	51,023
Foundation H.S. Program (Endorsement)	-	-	23	14,179
Foundation H.S. Program (DLA)	-	-	174	302,917
Special Education Graduates	-	-	26	32,447
Economically Disadvantaged Graduates	-	-	208	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	89	40,398
At-Risk Graduates	-	-	171	159,689

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	472	100.0%	3,173	5,504,150	472	100.0%	3,177	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	6.8%	4.4%	0	0.0%	6.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	2.1%	0.7%	0	0.0%	2.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.7%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 2	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 3	117	24.8%	6.0%	7.2%	117	24.8%	6.0%	7.1%
Grade 4	118	25.0%	6.4%	7.2%	118	25.0%	6.4%	7.1%
Grade 5	118	25.0%	6.7%	7.2%	118	25.0%	6.7%	7.2%
Grade 6	119	25.2%	6.2%	7.3%	119	25.2%	6.2%	7.2%
Grade 7	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 8	0	0.0%	8.7%	7.7%	0	0.0%	8.7%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.5%	8.7%
Grade 10	0	0.0%	10.6%	7.9%	0	0.0%	10.6%	7.9%
Grade 11	0	0.0%	7.3%	7.0%	0	0.0%	7.3%	7.0%
Grade 12	0	0.0%	5.9%	6.6%	0	0.0%	5.9%	6.6%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.8%	0	0.0%	0.1%	12.8%
Hispanic	471	99.8%	99.2%	53.0%	471	99.8%	99.2%	52.9%
White	1	0.2%	0.6%	25.6%	1	0.2%	0.6%	25.7%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	5.1%	0	0.0%	0.0%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.1%	3.0%	0	0.0%	0.1%	3.0%
Sex:								
Female	234	49.6%	48.3%	48.8%	234	49.6%	48.3%	48.8%
Male	238	50.4%	51.7%	51.2%	238	50.4%	51.7%	51.2%
Economically Disadvantaged	430	91.1%	91.2%	62.1%	430	91.1%	91.2%	62.0%
Non-Educationally Disadvantaged	42	8.9%	8.8%	37.9%	42	8.9%	8.8%	38.0%
Section 504 Students	27	5.7%	5.0%	7.4%	27	5.7%	5.0%	7.4%
EB Students/EL	319	67.6%	61.7%	23.1%	319	67.6%	61.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	13	2.5%	3.1%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	20	4.2%	2.2%	5.5%	20	4.2%	2.2%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	8	1.7%	1.4%	1.3%	8	1.7%	1.4%	1.3%
Immigrant	15	3.2%	1.6%	2.2%	15	3.2%	1.6%	2.2%
Migrant	5	1.1%	0.9%	0.3%	5	1.1%	0.8%	0.3%
Title I	472	100.0%	100.0%	64.6%	472	100.0%	100.0%	64.6%
Military Connected	11	2.3%	2.3%	3.6%	11	2.3%	2.3%	3.6%
At-Risk	383	81.1%	79.8%	53.3%	383	81.1%	79.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	280	59.3%	53.6%	23.2%	280	59.3%	53.6%	23.2%
Career and Technical Education	0	0.0%	30.5%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	82.1%	72.3%				
Gifted and Talented Education	39	8.3%	5.9%	8.2%	39	8.3%	5.9%	8.2%
Special Education	79	16.7%	14.6%	12.6%	79	16.7%	14.6%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	79							
By Type of Primary Disability Students with Intellectual Disabilities	52	65.8%	52.9%	44.1%				
Students with Physical Disabilities	15	19.0%	27.2%	20.0%				
Students with Autism	7	8.9%	**	15.5%				
Students with Behavioral Disabilities	5	6.3%	11.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	70	13.6%	13.4%	16.8%				
By Ethnicity: African American	1	0.2%	0.0%	3.3%				
Hispanic	68	13.2%	13.2%	8.7%				
White	0	0.0%	0.1%	3.4%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Count and Percent of Special Ed Students who are Mobile	11	10.7%	12.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	44	12.8%	13.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	61	13.1%	12.1%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	44	12.7%	13.1%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.5%	-	0.0%	4.5%
Grade 1	-	5.2%	2.5%	-	8.5%	3.6%
Grade 2	-	5.8%	1.6%	-	0.0%	2.0%
Grade 3	1.1%	2.5%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	1.7%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.9%	1.2%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	-	0.5%	0.4%	-	0.0%	0.5%
Grade 8	-	0.5%	0.4%	-	2.9%	0.5%
Grade 9	-	1.3%	8.7%	-	3.3%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	24.9	18.7
Grade 1	-	19.8	19.1
Grade 2	-	18.1	19.1
Grade 3	20.5	22.0	19.3
Grade 4	20.0	17.5	19.4
Grade 5	22.5	20.0	20.8
Grade 6	22.5	20.7	19.2
Secondary:			
English/Language Arts	-	14.8	16.2
Foreign Languages	-	21.6	18.8
Mathematics	-	19.3	17.5
Science	-	20.1	18.5
Social Studies	-	21.8	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	42.4	100.0%	100.0%	100.0%
Professional Staff:	33.5	79.0%	50.1%	64.1%
Teachers	29.5	69.6%	35.8%	48.7%
Professional Support	2.0	4.7%	10.5%	10.9%
Campus Administration (School Leadership)	2.0	4.7%	2.4%	3.3%
Educational Aides:	8.9	21.0%	11.5%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	3.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	12.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	41.4	97.6%	97.0%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.5%	11.8%
Hispanic	28.5	96.6%	94.6%	29.6%
White	1.0	3.4%	4.3%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	4.8	16.3%	28.4%	24.4%
Females	24.7	83.7%	71.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.7	2.4%	3.8%	2.0%
Bachelors	22.0	74.5%	71.5%	72.2%
Masters	6.8	23.1%	24.7%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.7	2.4%	7.8%	9.7%
1-5 Years Experience	6.0	20.3%	20.3%	26.3%
6-10 Years Experience	7.0	23.7%	20.5%	20.5%
11-20 Years Experience	10.0	33.9%	34.6%	27.2%
21-30 Years Experience	5.8	19.7%	15.2%	13.3%
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	16.0	n/a	16.3	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	6.5	6.1
Average Years Experience of Principals with District	9.0	6.5	5.3
Average Years Experience of Assistant Principals	9.0	3.9	5.2
Average Years Experience of Assistant Principals with District	9.0	3.9	4.4
Average Years Experience of Teachers:	12.2	11.8	11.0
Average Years Experience of Teachers with District:	10.0	9.1	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$719	$47,625	$53,300
1-5 Years Experience	$58,703	$59,468	$56,516
6-10 Years Experience	$61,108	$61,989	$59,732
11-20 Years Experience	$63,144	$63,290	$63,389
21-30 Years Experience	$67,061	$69,128	$67,876
Over 30 Years Experience	-	$74,088	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$61,060	$62,088	$60,717
Professional Support	$67,392	$72,797	$72,022
Campus Administration (School Leadership)	$88,399	$84,834	$85,167
Instructional Staff Percent:	n/a	52.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	13.0	44.0%	24.4%	5.9%
Career and Technical Education	0.0	0.0%	7.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	0.1%	1.7%
Regular Education	10.7	36.2%	49.5%	70.6%
Special Education	5.8	19.8%	14.9%	9.7%
Other	0.0	0.0%	3.4%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: SAN ELIZARIO ISD

Campus Name: ANN M GARCIA-ENRIQUEZ MIDDLE

Campus Number: 071904041

This page is intentionally blank.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	67%	**67%**	*	67%	*	-	-	-	-	33%	57%	71%	49%	65%	63%
	2022	80%	64%	**64%**	*	64%	*	-	-	-	-	30%	*	65%	59%	62%	60%
At Meets Grade Level or Above	2023	55%	31%	**31%**	*	31%	*	-	-	-	-	24%	14%	34%	17%	31%	28%
	2022	56%	37%	**37%**	*	37%	*	-	-	-	-	21%	*	39%	27%	36%	34%
At Masters Grade Level	2023	27%	6%	**6%**	*	6%	*	-	-	-	-	3%	0%	8%	0%	6%	4%
	2022	37%	20%	**20%**	*	20%	*	-	-	-	-	5%	*	21%	19%	19%	17%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	50%	**50%**	*	50%	*	-	-	-	-	32%	57%	51%	47%	50%	47%
	2022	61%	50%	**50%**	*	51%	*	-	-	-	-	25%	*	50%	53%	48%	49%
At Meets Grade Level or Above	2023	37%	18%	**18%**	*	18%	*	-	-	-	-	18%	29%	20%	11%	19%	15%
	2022	31%	17%	**17%**	*	18%	*	-	-	-	-	14%	*	18%	13%	18%	17%
At Masters Grade Level	2023	11%	4%	**4%**	*	4%	*	-	-	-	-	6%	14%	4%	3%	4%	2%
	2022	13%	5%	**5%**	*	5%	*	-	-	-	-	5%	*	5%	5%	5%	3%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	78%	**78%**	-	78%	-	-	-	-	-	44%	80%	78%	78%	77%	74%
	2022	83%	76%	**76%**	-	75%	*	-	-	-	-	35%	*	74%	86%	75%	71%
At Meets Grade Level or Above	2023	58%	43%	**43%**	-	43%	-	-	-	-	-	17%	60%	44%	41%	41%	37%
	2022	58%	49%	**49%**	-	49%	*	-	-	-	-	12%	*	47%	62%	49%	42%
At Masters Grade Level	2023	28%	13%	**13%**	-	13%	-	-	-	-	-	5%	0%	15%	4%	10%	7%
	2022	37%	27%	**27%**	-	26%	*	-	-	-	-	3%	*	25%	32%	27%	18%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	77%	**77%**	-	77%	-	-	-	-	-	59%	*	77%	77%	78%	76%
	2022	71%	70%	**70%**	-	70%	*	-	-	-	-	50%	*	69%	76%	70%	65%
At Meets Grade Level or Above	2023	46%	32%	**32%**	-	32%	-	-	-	-	-	11%	*	34%	27%	32%	30%
	2022	40%	36%	**36%**	-	36%	*	-	-	-	-	12%	*	37%	35%	36%	33%
At Masters Grade Level	2023	17%	5%	**5%**	-	5%	-	-	-	-	-	8%	*	4%	7%	4%	4%
	2022	14%	7%	**7%**	-	8%	*	-	-	-	-	6%	*	7%	12%	7%	6%
Grade 8 Science																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	74%	60%	**60%**	-	60%	-	-	-	-	-	32%	40%	59%	63%	59%	57%
	2022	74%	66%	**66%**	-	66%	*	-	-	-	-	26%	*	65%	72%	66%	61%
At Meets Grade Level or Above	2023	47%	29%	**29%**	-	29%	-	-	-	-	-	10%	20%	29%	27%	26%	26%
	2022	45%	33%	**33%**	-	33%	*	-	-	-	-	12%	*	32%	38%	33%	27%
At Masters Grade Level	2023	17%	9%	**9%**	-	9%	-	-	-	-	-	7%	0%	10%	4%	7%	7%
	2022	24%	15%	**15%**	-	15%	*	-	-	-	-	0%	*	14%	21%	15%	10%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	49%	**49%**	-	49%	-	-	-	-	-	25%	20%	48%	56%	47%	44%
	2022	61%	43%	**43%**	-	42%	*	-	-	-	-	15%	*	40%	54%	43%	34%
At Meets Grade Level or Above	2023	33%	19%	**19%**	-	19%	-	-	-	-	-	10%	0%	21%	12%	17%	16%
	2022	31%	13%	**13%**	-	13%	*	-	-	-	-	9%	*	14%	10%	13%	9%
At Masters Grade Level	2023	16%	6%	**6%**	-	6%	-	-	-	-	-	8%	0%	7%	4%	5%	5%
	2022	18%	5%	**5%**	-	5%	*	-	-	-	-	0%	*	4%	8%	5%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	79%	**100%**	-	100%	-	-	-	-	-	*	*	100%	100%	100%	100%
	2022	76%	60%	**100%**	-	100%	-	-	-	-	-	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2023	43%	30%	**94%**	-	94%	-	-	-	-	-	*	*	95%	83%	92%	91%
	2022	43%	22%	**88%**	-	88%	-	-	-	-	-	-	-	89%	83%	90%	83%
At Masters Grade Level	2023	23%	13%	**75%**	-	75%	-	-	-	-	-	*	*	79%	50%	72%	71%
	2022	27%	13%	**77%**	-	77%	-	-	-	-	-	-	-	78%	67%	78%	65%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	70%	**65%**	*	65%	*	-	-	-	-	38%	56%	65%	64%	64%	61%
	2022	74%	64%	**62%**	*	62%	67%	-	-	-	-	30%	42%	61%	67%	62%	58%
At Meets Grade Level or Above	2023	49%	34%	**31%**	*	31%	*	-	-	-	-	15%	26%	33%	25%	30%	27%
	2022	48%	33%	**33%**	*	33%	50%	-	-	-	-	13%	8%	33%	32%	33%	28%
At Masters Grade Level	2023	20%	9%	**10%**	*	10%	*	-	-	-	-	7%	3%	11%	5%	8%	7%
	2022	23%	11%	**15%**	*	15%	33%	-	-	-	-	3%	0%	15%	17%	15%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	**73%**	*	73%	*	-	-	-	-	39%	67%	75%	66%	72%	69%
	2022	75%	62%	**70%**	*	70%	*	-	-	-	-	32%	40%	69%	73%	69%	66%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	36%	**38%**	*	38%	*	-	-	-	-	20%	33%	39%	31%	37%	32%
	2022	53%	38%	**43%**	*	43%	*	-	-	-	-	17%	20%	43%	45%	43%	38%
At Masters Grade Level	2023	20%	8%	**10%**	*	10%	*	-	-	-	-	4%	0%	12%	2%	8%	6%
	2022	25%	12%	**23%**	*	23%	*	-	-	-	-	4%	0%	23%	26%	23%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	73%	**68%**	*	67%	*	-	-	-	-	48%	67%	68%	66%	67%	65%
	2022	72%	64%	**63%**	*	63%	*	-	-	-	-	36%	40%	62%	67%	62%	59%
At Meets Grade Level or Above	2023	45%	32%	**32%**	*	32%	*	-	-	-	-	16%	33%	34%	24%	31%	29%
	2022	42%	28%	**31%**	*	31%	*	-	-	-	-	13%	0%	32%	28%	32%	28%
At Masters Grade Level	2023	19%	9%	**12%**	*	12%	*	-	-	-	-	10%	8%	13%	8%	10%	10%
	2022	20%	9%	**12%**	*	12%	*	-	-	-	-	5%	0%	12%	13%	12%	8%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	70%	**60%**	-	60%	-	-	-	-	-	32%	40%	59%	63%	59%	57%
	2022	76%	67%	**66%**	-	66%	*	-	-	-	-	26%	*	65%	72%	66%	61%
At Meets Grade Level or Above	2023	47%	32%	**29%**	-	29%	-	-	-	-	-	10%	20%	29%	27%	26%	26%
	2022	47%	30%	**33%**	-	33%	*	-	-	-	-	12%	*	32%	38%	33%	27%
At Masters Grade Level	2023	18%	9%	**9%**	-	9%	-	-	-	-	-	7%	0%	10%	4%	7%	7%
	2022	21%	9%	**15%**	-	15%	*	-	-	-	-	0%	*	14%	21%	15%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	71%	**49%**	-	49%	-	-	-	-	-	25%	20%	48%	56%	47%	44%
	2022	75%	64%	**43%**	-	42%	*	-	-	-	-	15%	*	40%	54%	43%	34%
At Meets Grade Level or Above	2023	52%	37%	**19%**	-	19%	-	-	-	-	-	10%	0%	21%	12%	17%	16%
	2022	50%	32%	**13%**	-	13%	*	-	-	-	-	9%	*	14%	10%	13%	9%
At Masters Grade Level	2023	27%	12%	**6%**	-	6%	-	-	-	-	-	8%	0%	7%	4%	5%	5%
	2022	30%	14%	**5%**	-	5%	*	-	-	-	-	0%	*	4%	8%	5%	3%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2023	37%	13%	**13%**	*	12%	*	-	-	-	-	18%	14%	14%	6%	13%	11%
	2022	32%	16%	**16%**	*	16%	-	-	-	-	-	14%	*	17%	8%	15%	15%
Reading and Mathematics Including EOC	2023	38%	13%	**13%**	*	12%	*	-	-	-	-	18%	14%	14%	6%	13%	11%
	2022	33%	16%	**16%**	*	16%	-	-	-	-	-	14%	*	17%	8%	15%	15%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2023	55%	31%	**31%**	*	31%	*	-	-	-	-	24%	14%	34%	17%	31%	28%
	2022	56%	37%	**37%**	*	37%	*	-	-	-	-	21%	*	39%	27%	36%	34%
Math Including EOC	2023	43%	18%	**18%**	*	18%	*	-	-	-	-	18%	29%	20%	11%	19%	15%
	2022	37%	17%	**17%**	*	18%	*	-	-	-	-	14%	*	18%	13%	18%	17%
8th Graders																	
Reading and Mathematics	2023	31%	21%	**21%**	-	21%	-	-	-	-	-	11%	*	22%	20%	21%	17%
	2022	27%	25%	**25%**	-	24%	*	-	-	-	-	6%	*	23%	31%	24%	21%
Reading and Mathematics Including EOC	2023	44%	33%	**33%**	-	33%	-	-	-	-	-	13%	40%	35%	24%	30%	27%
	2022	41%	35%	**35%**	-	34%	*	-	-	-	-	6%	*	34%	38%	34%	27%
Reading Including EOC	2023	58%	43%	**43%**	-	43%	-	-	-	-	-	17%	60%	44%	41%	41%	37%
	2022	58%	50%	**50%**	-	49%	*	-	-	-	-	12%	*	47%	62%	49%	42%
Math Including EOC	2023	51%	44%	**44%**	-	44%	-	-	-	-	-	15%	40%	46%	34%	42%	42%
	2022	48%	45%	**45%**	-	45%	*	-	-	-	-	12%	*	46%	44%	45%	39%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	22%	**17%**	*	17%	*	-	-	-	-	14%	27%	18%	14%	17%	14%
	2022	34%	22%	**20%**	*	20%	*	-	-	-	-	10%	0%	20%	19%	19%	18%
Reading and Mathematics Including EOC	2023	39%	24%	**24%**	*	24%	*	-	-	-	-	15%	25%	25%	16%	22%	20%
	2022	36%	24%	**25%**	*	25%	*	-	-	-	-	10%	0%	25%	23%	25%	21%
Reading Including EOC	2023	53%	37%	**38%**	*	38%	*	-	-	-	-	20%	33%	39%	31%	37%	32%
	2022	53%	40%	**43%**	*	43%	*	-	-	-	-	17%	20%	43%	45%	43%	38%
Math Including EOC	2023	47%	35%	**32%**	*	32%	*	-	-	-	-	16%	33%	34%	24%	31%	29%
	2022	43%	31%	**31%**	*	31%	*	-	-	-	-	13%	0%	32%	29%	32%	28%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 7 ELA/Reading	2023	71%	55%	**55%**	*	55%	*	-	-	-	-	50%	50%	56%	53%	56%	54%
Grade 7 Mathematics	2023	56%	40%	**40%**	*	39%	*	-	-	-	-	45%	64%	39%	44%	40%	35%
Grade 8 ELA/Reading	2023	63%	69%	**69%**	-	69%	-	-	-	-	-	51%	100%	70%	66%	68%	67%
Grade 8 Mathematics	2023	74%	81%	**81%**	-	81%	-	-	-	-	-	68%	*	81%	78%	81%	79%
End of Course Algebra I	2023	76%	69%	**96%**	-	96%	-	-	-	-	-	*	*	96%	92%	95%	94%
All Grades Both Subjects	2023	64%	60%	**63%**	*	63%	*	-	-	-	-	55%	67%	64%	63%	63%	61%
All Grades ELA/Reading	2023	63%	57%	**63%**	*	63%	*	-	-	-	-	51%	71%	64%	61%	62%	61%
All Grades Mathematics	2023	66%	64%	**64%**	*	64%	*	-	-	-	-	58%	63%	64%	65%	64%	60%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 7 ELA/Reading	2023	39%	36%	**36%**	*	36%	-	-	-	-	-	9%	*	39%	26%	34%	33%
Grade 7 Mathematics	2023	22%	24%	**24%**	*	23%	-	-	-	-	-	16%	*	22%	33%	25%	17%
Grade 8 ELA/Reading	2023	39%	41%	**41%**	-	41%	-	-	-	-	-	19%	*	41%	39%	40%	40%
Grade 8 Mathematics	2023	49%	69%	**69%**	-	69%	-	-	-	-	-	54%	*	70%	65%	71%	68%
End of Course Algebra I	2023	58%	64%	*	-	*	-	-	-	-	-	*	-	*	-	*	*
All Grades Both Subjects	2023	38%	41%	**46%**	*	46%	-	-	-	-	-	27%	55%	47%	43%	46%	43%
All Grades ELA/Reading	2023	35%	35%	**38%**	*	39%	-	-	-	-	-	14%	50%	40%	32%	37%	37%
All Grades Mathematics	2023	40%	49%	**53%**	*	53%	-	-	-	-	-	40%	60%	54%	53%	54%	50%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	School Year	State	District	Campus	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	2023	76%	70%	**65%**	-	-	-	-	-	-	58%	-	58%	-	67%	74%	59%	90%
	2022	74%	64%	**62%**	-	-	-	-	-	-	54%	-	54%	-	54%	71%	54%	90%
At Meets Grade Level or Above	2023	49%	34%	**31%**	-	-	-	-	-	-	22%	-	22%	-	36%	41%	25%	66%
	2022	48%	33%	**33%**	-	-	-	-	-	-	24%	-	24%	-	27%	39%	25%	63%
At Masters Grade Level	2023	20%	9%	**10%**	-	-	-	-	-	-	5%	-	5%	-	10%	16%	6%	31%
	2022	23%	11%	**15%**	-	-	-	-	-	-	8%	-	8%	-	11%	20%	8%	44%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	**73%**	-	-	-	-	-	-	66%	-	66%	-	73%	84%	68%	96%
	2022	75%	62%	**70%**	-	-	-	-	-	-	61%	-	61%	-	70%	77%	62%	100%
At Meets Grade Level or Above	2023	53%	36%	**38%**	-	-	-	-	-	-	25%	-	25%	-	43%	53%	29%	83%
	2022	53%	38%	**43%**	-	-	-	-	-	-	33%	-	33%	-	41%	54%	34%	74%
At Masters Grade Level	2023	20%	8%	**10%**	-	-	-	-	-	-	4%	-	4%	-	4%	20%	4%	54%
	2022	25%	12%	**23%**	-	-	-	-	-	-	12%	-	12%	-	20%	35%	14%	60%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	73%	**68%**	-	-	-	-	-	-	62%	-	62%	-	69%	74%	64%	92%
	2022	72%	64%	**63%**	-	-	-	-	-	-	58%	-	58%	-	52%	70%	57%	87%
At Meets Grade Level or Above	2023	45%	32%	**32%**	-	-	-	-	-	-	25%	-	25%	-	32%	41%	27%	67%
	2022	42%	28%	**31%**	-	-	-	-	-	-	26%	-	26%	-	26%	33%	26%	64%
At Masters Grade Level	2023	19%	9%	**12%**	-	-	-	-	-	-	7%	-	7%	-	12%	18%	8%	33%
	2022	20%	9%	**12%**	-	-	-	-	-	-	7%	-	7%	-	7%	14%	7%	40%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	70%	**60%**	-	-	-	-	-	-	53%	-	53%	-	63%	70%	54%	81%
	2022	76%	67%	**66%**	-	-	-	-	-	-	60%	-	60%	-	42%	76%	58%	89%
At Meets Grade Level or Above	2023	47%	32%	**29%**	-	-	-	-	-	-	20%	-	20%	-	44%	36%	24%	50%
	2022	47%	30%	**33%**	-	-	-	-	-	-	23%	-	23%	-	17%	41%	22%	70%
At Masters Grade Level	2023	18%	9%	**9%**	-	-	-	-	-	-	5%	-	5%	-	16%	14%	7%	13%
	2022	21%	9%	**15%**	-	-	-	-	-	-	7%	-	7%	-	8%	18%	7%	46%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	71%	**49%**	-	-	-	-	-	-	39%	-	39%	-	50%	62%	41%	88%
	2022	75%	64%	**43%**	-	-	-	-	-	-	27%	-	27%	-	38%	59%	28%	81%
At Meets Grade Level or Above	2023	52%	37%	**19%**	-	-	-	-	-	-	12%	-	12%	-	22%	26%	14%	56%
	2022	50%	32%	**13%**	-	-	-	-	-	-	5%	-	5%	-	8%	16%	6%	41%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	12%	**6%**	-	-	-	-	-	-	3%	-	3%	-	13%	9%	5%	13%
	2022	30%	14%	**5%**	-	-	-	-	-	-	1%	-	1%	-	0%	2%	1%	24%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	60%	**63%**	-	-	-	-	-	-	60%	-	60%	-	60%	71%	60%	77%
All Grades ELA/Reading	2023	63%	57%	**63%**	-	-	-	-	-	-	62%	-	62%	-	55%	68%	61%	75%
All Grades Mathematics	2023	66%	64%	**64%**	-	-	-	-	-	-	58%	-	58%	-	65%	74%	59%	79%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**46%**	-	-	-	-	-	-	44%	-	44%	-	40%	57%	43%	*
All Grades ELA/Reading	2023	35%	35%	**38%**	-	-	-	-	-	-	39%	-	39%	-	28%	46%	37%	-
All Grades Mathematics	2023	40%	49%	**53%**	-	-	-	-	-	-	49%	-	49%	-	50%	64%	49%	*

* 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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	97%	**99%**	*	99%	100%	-	-	-	-	98%	100%	99%	98%	99%	99%
Included in Accountability	93%	90%	**95%**	*	96%	33%	-	-	-	-	97%	100%	99%	83%	96%	96%
Not Included in Accountability: Mobile	4%	4%	**3%**	*	2%	67%	-	-	-	-	0%	0%	1%	11%	2%	2%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	*	1%	0%	-	-	-	-	1%	0%	0%	5%	1%	2%
Not Tested	1%	3%	**1%**	*	1%	0%	-	-	-	-	2%	0%	1%	2%	1%	1%
Absent	1%	3%	**1%**	*	1%	0%	-	-	-	-	0%	0%	0%	1%	1%	1%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	1%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	97%	**99%**	*	99%	*	-	-	-	-	99%	100%	100%	97%	99%	100%
Included in Accountability	92%	88%	**94%**	*	95%	*	-	-	-	-	96%	100%	99%	79%	95%	95%
Not Included in Accountability: Mobile	4%	4%	**3%**	*	2%	*	-	-	-	-	0%	0%	1%	11%	2%	2%
Not Included in Accountability: Other Exclusions	3%	5%	**2%**	*	2%	*	-	-	-	-	3%	0%	0%	7%	2%	2%
Not Tested	1%	3%	**1%**	*	1%	*	-	-	-	-	1%	0%	0%	3%	1%	0%
Absent	1%	3%	**1%**	*	1%	*	-	-	-	-	0%	0%	0%	2%	1%	0%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	1%	0%	0%	1%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**99%**	*	99%	*	-	-	-	-	97%	100%	99%	97%	99%	99%
Included in Accountability	94%	93%	**95%**	*	95%	*	-	-	-	-	96%	100%	99%	80%	96%	95%
Not Included in Accountability: Mobile	5%	4%	**3%**	*	2%	*	-	-	-	-	0%	0%	1%	11%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	1%	*	-	-	-	-	1%	0%	0%	6%	1%	2%
Not Tested	1%	2%	**1%**	*	1%	*	-	-	-	-	3%	0%	1%	3%	1%	1%
Absent	1%	2%	**1%**	*	1%	*	-	-	-	-	1%	0%	1%	2%	1%	1%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	1%	0%	0%	1%	0%	0%
Science																
Assessment Participant	99%	96%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	99%
Included in Accountability	93%	90%	**97%**	-	97%	*	-	-	-	-	100%	100%	99%	88%	97%	96%
Not Included in Accountability: Mobile	4%	4%	**3%**	-	2%	*	-	-	-	-	0%	0%	0%	10%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	2%	0%	1%
Not Tested	1%	4%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	4%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	1%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	95%	**99%**	-	99%	*	-	-	-	-	98%	100%	99%	100%	99%	99%
Included in Accountability	94%	92%	**96%**	-	97%	*	-	-	-	-	98%	100%	99%	88%	97%	96%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	2%	*	-	-	-	-	0%	0%	0%	10%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	2%	0%	1%
Not Tested	1%	5%	**1%**	-	1%	*	-	-	-	-	2%	0%	1%	0%	1%	1%
Absent	1%	5%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	1%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	2%	0%	0%	0%	0%	1%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	*	100%	80%	*	-	-	-	99%	100%	100%	98%	99%	100%
Included in Accountability	93%	91%	**94%**	*	95%	60%	*	-	-	-	99%	86%	99%	75%	95%	95%
Not Included in Accountability: Mobile	5%	5%	**3%**	*	3%	20%	*	-	-	-	0%	14%	1%	14%	2%	2%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	*	2%	0%	*	-	-	-	0%	0%	0%	9%	2%	2%
Not Tested	1%	1%	**1%**	*	0%	20%	*	-	-	-	1%	0%	0%	2%	1%	0%
Absent	1%	1%	**1%**	*	0%	20%	*	-	-	-	1%	0%	0%	2%	1%	0%
Other	0%	0%	**0%**	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	*	100%	*	*	-	-	-	99%	100%	100%	97%	99%	100%
Included in Accountability	92%	88%	**93%**	*	94%	*	*	-	-	-	99%	83%	99%	70%	94%	94%
Not Included in Accountability: Mobile	5%	5%	**4%**	*	3%	*	*	-	-	-	0%	17%	1%	15%	3%	2%
Not Included in Accountability: Other Exclusions	2%	5%	**2%**	*	3%	*	*	-	-	-	0%	0%	0%	11%	3%	3%
Not Tested	1%	1%	**1%**	*	0%	*	*	-	-	-	1%	0%	0%	3%	1%	0%
Absent	1%	1%	**1%**	*	0%	*	*	-	-	-	1%	0%	0%	3%	1%	0%
Other	0%	0%	**0%**	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	*	99%	*	*	-	-	-	99%	100%	100%	96%	99%	99%
Included in Accountability	93%	92%	**94%**	*	94%	*	*	-	-	-	99%	83%	99%	74%	94%	94%
Not Included in Accountability: Mobile	5%	5%	**4%**	*	3%	*	*	-	-	-	0%	17%	1%	15%	3%	2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	*	2%	*	*	-	-	-	0%	0%	0%	8%	2%	2%
Not Tested	1%	1%	**1%**	*	1%	*	*	-	-	-	1%	0%	0%	4%	1%	1%
Absent	1%	1%	**1%**	*	1%	*	*	-	-	-	1%	0%	0%	4%	1%	1%
Other	0%	0%	**0%**	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	*	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**97%**	-	97%	*	*	-	-	-	100%	*	100%	83%	98%	97%
Not Included in Accountability: Mobile	4%	4%	**2%**	-	2%	*	*	-	-	-	0%	*	0%	11%	1%	1%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	*	*	-	-	-	0%	*	0%	6%	1%	2%
Not Tested	2%	1%	**0%**	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	-	100%	*	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**97%**	-	97%	*	*	-	-	-	100%	*	100%	83%	98%	97%
Not Included in Accountability: Mobile	4%	3%	**2%**	-	2%	*	*	-	-	-	0%	*	0%	11%	1%	1%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	*	*	-	-	-	0%	*	0%	6%	1%	2%
Not Tested	2%	1%	**0%**	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Other	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	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	90.9%	**92.0%**	*	92.1%	*	*	-	-	-	89.9%	92.0%	91.9%
2020-21	95.0%	95.4%	**95.7%**	*	95.7%	*	-	-	-	-	94.4%	95.6%	95.5%
Chronic Absenteeism													
2021-22	25.7%	34.0%	**28.7%**	*	28.5%	*	*	-	-	-	34.5%	28.6%	29.4%
2020-21	15.0%	14.3%	**14.3%**	*	14.4%	*	-	-	-	-	15.5%	13.9%	15.1%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.5%	**0.5%**	*	0.4%	*	*	-	-	-	1.2%	0.6%	0.0%
2020-21	0.9%	0.9%	**0.9%**	*	0.9%	*	-	-	-	-	1.7%	0.6%	0.3%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	4.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.6%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	81.7%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	5.4%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	12.5%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	82.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	87.5%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	86.3%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.0%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	8.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	86.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	91.7%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	90.0%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.4%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	81.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	84.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	9.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	74.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	8.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	71.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	76.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	81.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	85.6%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	242	368,686
By Ethnicity:				
African American	-	-	0	45,227
Hispanic	-	-	242	191,125
White	-	-	0	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	0	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	45	51,023
Foundation H.S. Program (Endorsement)	-	-	23	14,179
Foundation H.S. Program (DLA)	-	-	174	302,917
Special Education Graduates	-	-	26	32,447
Economically Disadvantaged Graduates	-	-	208	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	89	40,398
At-Risk Graduates	-	-	171	159,689

There is no data for this campus.

	Academic Year	State	District	Campus	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	2021-22	22.8%	16.5%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	25.9%	18.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	18.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2021-22	12.6%	5.0%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	14.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	14.0%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	8.6%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	14.0%	8.7%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	10.3%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2021-22	7.5%	4.5%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	4.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	21.2%	?	-	?	-	-	-	-	-	-	?	-
	2021	21.1%	25.7%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	13.2%	8.9%	-	-	-	-	-	-	-	-	-	-	-
	2021	12.1%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	6.9%	7.8%	-	-	-	-	-	-	-	-	-	-	-
	2021	6.1%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	9.6%	7.1%	?	-	?	-	-	-	-	-	-	?	-
	2021	8.7%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2022	12.5%	5.1%	-	-	-	-	-	-	-	-	-	-	-
	2021	11.6%	10.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	17.9%	*	-	*	-	-	-	-	-	-	*	-
	2021	48.6%	7.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	17.5%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	3.1%	*	-	*	-	-	-	-	-	-	*	-
	2021	41.4%	3.0%	-	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	4.3%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	2.1%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	62.0%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	70.8%	28.4%	-	-	-	-	-	-	-	-	-	-	-
At/Above Criterion for All Examinees	2021-22	32.1%	6.0%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	32.9%	17.5%	-	-	-	-	-	-	-	-	-	-	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	872	-	-	-	-	-	-	-	-	-	-	-
	2020-21	1002	931	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2021-22	506	448	-	-	-	-	-	-	-	-	-	-	-
	2020-21	504	466	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	496	425	-	-	-	-	-	-	-	-	-	-	-
	2020-21	498	465	-	-	-	-	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	14.9	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.0	18.1	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	14.2	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.6	17.1	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	15.2	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.9	18.3	-	-	-	-	-	-	-	-	-	-	-
Science	2021-22	19.8	15.5	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.3	19.3	-	-	-	-	-	-	-	-	-	-	-

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	496	100.0%	3,173	5,504,150	496	100.0%	3,177	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	6.8%	4.4%	0	0.0%	6.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	2.1%	0.7%	0	0.0%	2.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.7%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 2	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 3	0	0.0%	6.0%	7.2%	0	0.0%	6.0%	7.1%
Grade 4	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	6.2%	7.3%	0	0.0%	6.2%	7.2%
Grade 7	220	44.4%	6.9%	7.4%	220	44.4%	6.9%	7.4%
Grade 8	276	55.6%	8.7%	7.7%	276	55.6%	8.7%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.5%	8.7%
Grade 10	0	0.0%	10.6%	7.9%	0	0.0%	10.6%	7.9%
Grade 11	0	0.0%	7.3%	7.0%	0	0.0%	7.3%	7.0%
Grade 12	0	0.0%	5.9%	6.6%	0	0.0%	5.9%	6.6%
Ethnic Distribution:								
African American	2	0.4%	0.1%	12.8%	2	0.4%	0.1%	12.8%
Hispanic	492	99.2%	99.2%	53.0%	492	99.2%	99.2%	52.9%
White	2	0.4%	0.6%	25.6%	2	0.4%	0.6%	25.7%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	5.1%	0	0.0%	0.0%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.1%	3.0%	0	0.0%	0.1%	3.0%
Sex:								
Female	249	50.2%	48.3%	48.8%	249	50.2%	48.3%	48.8%
Male	247	49.8%	51.7%	51.2%	247	49.8%	51.7%	51.2%
Economically Disadvantaged	454	91.5%	91.2%	62.1%	454	91.5%	91.2%	62.0%
Non-Educationally Disadvantaged	42	8.5%	8.8%	37.9%	42	8.5%	8.8%	38.0%
Section 504 Students	34	6.9%	5.0%	7.4%	34	6.9%	5.0%	7.4%
EB Students/EL	350	70.6%	61.7%	23.1%	350	70.6%	61.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	21	3.8%	3.1%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	10	2.0%	2.2%	5.5%	10	2.0%	2.2%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	5	1.0%	1.4%	1.3%	5	1.0%	1.4%	1.3%
Immigrant	6	1.2%	1.6%	2.2%	6	1.2%	1.6%	2.2%
Migrant	4	0.8%	0.9%	0.3%	4	0.8%	0.8%	0.3%
Title I	496	100.0%	100.0%	64.6%	496	100.0%	100.0%	64.6%
Military Connected	12	2.4%	2.3%	3.6%	12	2.4%	2.3%	3.6%
At-Risk	441	88.9%	79.8%	53.3%	441	88.9%	79.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	274	55.2%	53.6%	23.2%	274	55.2%	53.6%	23.2%
Career and Technical Education	127	25.6%	30.5%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	82.1%	72.3%				
Gifted and Talented Education	44	8.9%	5.9%	8.2%	44	8.9%	5.9%	8.2%
Special Education	82	16.5%	14.6%	12.6%	82	16.5%	14.6%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	82							
By Type of Primary Disability Students with Intellectual Disabilities	61	74.4%	52.9%	44.1%				
Students with Physical Disabilities	*	*	27.2%	20.0%				
Students with Autism	*	*	**	15.5%				
Students with Behavioral Disabilities	14	17.1%	11.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	60	10.8%	13.4%	16.8%				
By Ethnicity: African American	0	0.0%	0.0%	3.3%				
Hispanic	58	10.4%	13.2%	8.7%				
White	1	0.2%	0.1%	3.4%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Count and Percent of Special Ed Students who are Mobile	3	3.6%	12.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	37	10.0%	13.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	44	8.7%	12.1%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	19	7.2%	13.1%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.5%	-	0.0%	4.5%
Grade 1	-	5.2%	2.5%	-	8.5%	3.6%
Grade 2	-	5.8%	1.6%	-	0.0%	2.0%
Grade 3	-	2.5%	0.8%	-	0.0%	0.9%
Grade 4	-	1.7%	0.5%	-	0.0%	0.5%
Grade 5	-	1.2%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	0.5%	0.5%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.5%	0.5%	0.4%	2.9%	2.9%	0.5%
Grade 9	-	1.3%	8.7%	-	3.3%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	24.9	18.7
Grade 1	-	19.8	19.1
Grade 2	-	18.1	19.1
Grade 3	-	22.0	19.3
Grade 4	-	17.5	19.4
Grade 5	-	20.0	20.8
Grade 6	-	20.7	19.2
Secondary:			
English/Language Arts	10.2	14.8	16.2
Foreign Languages	17.9	21.6	18.8
Mathematics	21.0	19.3	17.5
Science	20.7	20.1	18.5
Social Studies	19.8	21.8	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	48.2	100.0%	100.0%	100.0%
Professional Staff:	39.8	82.6%	50.1%	64.1%
Teachers	30.8	63.9%	35.8%	48.7%
Professional Support	7.0	14.5%	10.5%	10.9%
Campus Administration (School Leadership)	2.0	4.1%	2.4%	3.3%
Educational Aides:	8.4	17.4%	11.5%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	3.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	2.0	n/a	12.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	47.1	97.7%	97.0%	53.2%
Teachers by Ethnicity:				
African American	1.0	3.2%	0.5%	11.8%
Hispanic	29.8	96.5%	94.6%	29.6%
White	0.1	0.3%	4.3%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	8.2	26.7%	28.4%	24.4%
Females	22.6	73.3%	71.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	3.8%	2.0%
Bachelors	23.8	77.0%	71.5%	72.2%
Masters	7.1	23.0%	24.7%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.2%	7.8%	9.7%
1-5 Years Experience	9.9	32.0%	20.3%	26.3%
6-10 Years Experience	4.6	14.8%	20.5%	20.5%
11-20 Years Experience	10.4	33.7%	34.6%	27.2%
21-30 Years Experience	5.0	16.2%	15.2%	13.3%
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	16.1	n/a	16.3	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	6.5	6.1
Average Years Experience of Principals with District	3.0	6.5	5.3
Average Years Experience of Assistant Principals	3.0	3.9	5.2
Average Years Experience of Assistant Principals with District	3.0	3.9	4.4
Average Years Experience of Teachers:	11.6	11.8	11.0
Average Years Experience of Teachers with District:	11.1	9.1	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$57,933	$47,625	$53,300
1-5 Years Experience	$60,555	$59,468	$56,516
6-10 Years Experience	$60,982	$61,989	$59,732
11-20 Years Experience	$64,824	$63,290	$63,389
21-30 Years Experience	$69,770	$69,128	$67,876
Over 30 Years Experience	-	$74,088	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,467	$62,088	$60,717
Professional Support	$59,674	$72,797	$72,022
Campus Administration (School Leadership)	$90,670	$84,834	$85,167
Instructional Staff Percent:	n/a	52.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.8	5.8%	24.4%	5.9%
Career and Technical Education	2.5	8.0%	7.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.2	0.8%	0.1%	1.7%
Regular Education	21.2	68.9%	49.5%	70.6%
Special Education	3.9	12.5%	14.9%	9.7%
Other	1.2	4.0%	3.4%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: SAN ELIZARIO ISD

Campus Name: SAN ELIZARIO H S

Campus Number: 071904001

This page is intentionally blank.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	62%	**62%**	-	62%	*	-	-	-	-	32%	*	63%	57%	61%	56%
	2022	65%	52%	**52%**	*	52%	-	-	-	-	-	14%	67%	57%	36%	51%	38%
At Meets Grade Level or Above	2023	52%	34%	**34%**	-	34%	*	-	-	-	-	13%	*	34%	33%	33%	29%
	2022	47%	30%	**30%**	*	30%	-	-	-	-	-	9%	33%	32%	21%	29%	17%
At Masters Grade Level	2023	13%	4%	**4%**	-	4%	*	-	-	-	-	5%	*	4%	4%	4%	1%
	2022	11%	3%	**3%**	*	3%	-	-	-	-	-	5%	0%	4%	2%	3%	1%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	66%	**66%**	*	66%	-	-	-	-	-	39%	*	70%	54%	65%	58%
	2022	72%	58%	**58%**	*	58%	-	-	-	-	-	29%	*	61%	46%	57%	40%
At Meets Grade Level or Above	2023	54%	35%	**35%**	*	35%	-	-	-	-	-	10%	*	38%	26%	34%	21%
	2022	55%	39%	**39%**	*	39%	-	-	-	-	-	10%	*	41%	30%	38%	22%
At Masters Grade Level	2023	9%	4%	**4%**	*	4%	-	-	-	-	-	3%	*	5%	1%	4%	0%
	2022	9%	2%	**2%**	*	2%	-	-	-	-	-	2%	*	2%	0%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	79%	**77%**	*	76%	*	-	-	-	-	69%	*	77%	76%	76%	76%
	2022	76%	60%	**56%**	*	55%	-	-	-	-	-	29%	60%	57%	52%	55%	54%
At Meets Grade Level or Above	2023	43%	30%	**20%**	*	20%	*	-	-	-	-	18%	*	20%	22%	21%	21%
	2022	43%	22%	**14%**	*	14%	-	-	-	-	-	10%	20%	14%	15%	14%	12%
At Masters Grade Level	2023	23%	13%	**5%**	*	5%	*	-	-	-	-	9%	*	4%	7%	5%	4%
	2022	27%	13%	**5%**	*	5%	-	-	-	-	-	7%	0%	4%	5%	5%	3%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	83%	**83%**	-	83%	*	-	-	-	-	73%	*	86%	73%	83%	81%
	2022	83%	70%	**70%**	*	70%	*	-	-	-	-	42%	80%	71%	66%	69%	58%
At Meets Grade Level or Above	2023	56%	36%	**36%**	-	36%	*	-	-	-	-	20%	*	38%	30%	35%	31%
	2022	55%	30%	**30%**	*	29%	*	-	-	-	-	9%	20%	31%	25%	29%	19%
At Masters Grade Level	2023	21%	9%	**9%**	-	10%	*	-	-	-	-	4%	*	10%	8%	9%	6%
	2022	21%	5%	**5%**	*	5%	*	-	-	-	-	5%	0%	5%	4%	5%	3%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	92%	**92%**	*	92%	-	-	-	-	-	91%	*	94%	88%	92%	87%
	2022	89%	83%	**83%**	-	83%	-	-	-	-	-	56%	-	86%	69%	83%	70%
At Meets Grade Level or Above	2023	70%	55%	**55%**	*	55%	-	-	-	-	-	41%	*	59%	41%	54%	44%
	2022	68%	49%	**49%**	-	49%	-	-	-	-	-	44%	-	50%	43%	48%	20%
At Masters Grade Level	2023	38%	17%	**17%**	*	17%	-	-	-	-	-	9%	*	20%	9%	16%	9%
	2022	42%	21%	**21%**	-	21%	-	-	-	-	-	32%	-	21%	22%	20%	9%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	86%	**86%**	-	86%	-	-	-	-	-	-	-	88%	80%	89%	*
	2022	92%	82%	**82%**	-	82%	-	-	-	-	-	-	-	81%	*	78%	-
At Meets Grade Level or Above	2023	61%	41%	**41%**	-	41%	-	-	-	-	-	-	-	41%	40%	44%	*
	2022	64%	47%	**47%**	-	47%	-	-	-	-	-	-	-	50%	*	56%	-
At Masters Grade Level	2023	12%	0%	**0%**	-	0%	-	-	-	-	-	-	-	0%	0%	0%	*
	2022	13%	0%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	70%	**75%**	*	75%	*	-	-	-	-	58%	58%	77%	67%	74%	69%
	2022	74%	64%	**62%**	100%	62%	*	-	-	-	-	32%	74%	65%	52%	61%	50%
At Meets Grade Level or Above	2023	49%	34%	**35%**	*	35%	*	-	-	-	-	19%	17%	37%	30%	35%	28%
	2022	48%	33%	**32%**	100%	32%	*	-	-	-	-	14%	32%	33%	25%	31%	18%
At Masters Grade Level	2023	20%	9%	**7%**	*	7%	*	-	-	-	-	6%	8%	8%	5%	7%	4%
	2022	23%	11%	**6%**	0%	6%	*	-	-	-	-	8%	0%	6%	5%	6%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	67%	**64%**	*	64%	*	-	-	-	-	34%	20%	66%	56%	63%	56%
	2022	75%	62%	**55%**	*	55%	-	-	-	-	-	21%	78%	59%	40%	53%	39%
At Meets Grade Level or Above	2023	53%	36%	**35%**	*	34%	*	-	-	-	-	12%	20%	36%	30%	34%	25%
	2022	53%	38%	**34%**	*	34%	-	-	-	-	-	9%	44%	36%	25%	33%	19%
At Masters Grade Level	2023	20%	8%	**4%**	*	4%	*	-	-	-	-	4%	0%	4%	3%	4%	1%
	2022	25%	12%	**3%**	*	3%	-	-	-	-	-	3%	0%	3%	1%	2%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	73%	**77%**	*	77%	*	-	-	-	-	69%	*	77%	76%	77%	76%
	2022	72%	64%	**57%**	*	57%	-	-	-	-	-	29%	60%	58%	53%	55%	54%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	32%	**22%**	*	21%	*	-	-	-	-	18%	*	21%	23%	22%	21%
	2022	42%	28%	**16%**	*	16%	-	-	-	-	-	10%	20%	16%	14%	15%	12%
At Masters Grade Level	2023	19%	9%	**4%**	*	4%	*	-	-	-	-	9%	*	4%	6%	4%	4%
	2022	20%	9%	**4%**	*	4%	-	-	-	-	-	7%	0%	4%	5%	4%	3%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	70%	**83%**	-	83%	*	-	-	-	-	73%	*	86%	73%	83%	81%
	2022	76%	67%	**70%**	*	70%	*	-	-	-	-	42%	80%	71%	66%	69%	58%
At Meets Grade Level or Above	2023	47%	32%	**36%**	-	36%	*	-	-	-	-	20%	*	38%	30%	35%	31%
	2022	47%	30%	**30%**	*	29%	*	-	-	-	-	9%	20%	31%	25%	29%	19%
At Masters Grade Level	2023	18%	9%	**9%**	-	10%	*	-	-	-	-	4%	*	10%	8%	9%	6%
	2022	21%	9%	**5%**	*	5%	*	-	-	-	-	5%	0%	5%	4%	5%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	71%	**92%**	*	92%	-	-	-	-	-	91%	*	94%	88%	92%	87%
	2022	75%	64%	**83%**	-	83%	-	-	-	-	-	56%	-	86%	69%	83%	70%
At Meets Grade Level or Above	2023	52%	37%	**55%**	*	55%	-	-	-	-	-	41%	*	59%	41%	54%	44%
	2022	50%	32%	**49%**	-	49%	-	-	-	-	-	44%	-	50%	43%	48%	20%
At Masters Grade Level	2023	27%	12%	**17%**	*	17%	-	-	-	-	-	9%	*	20%	9%	16%	9%
	2022	30%	14%	**21%**	-	21%	-	-	-	-	-	32%	-	21%	22%	20%	9%

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

\- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	52%	**52%**	-	51%	*	-	-	-	-	41%	-	49%	63%	51%	49%
End of Course English II	2023	74%	69%	**69%**	*	69%	-	-	-	-	-	72%	*	74%	54%	68%	60%
End of Course Algebra I	2023	76%	69%	**62%**	-	62%	*	-	-	-	-	68%	-	62%	61%	62%	65%
All Grades Both Subjects	2023	64%	60%	**61%**	*	61%	*	-	-	-	-	58%	*	62%	58%	61%	58%
All Grades ELA/Reading	2023	63%	57%	**61%**	*	60%	*	-	-	-	-	51%	*	61%	57%	60%	54%
All Grades Mathematics	2023	66%	64%	**62%**	-	62%	*	-	-	-	-	68%	-	62%	61%	62%	65%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	29%	**29%**	-	29%	-	-	-	-	-	19%	-	26%	50%	26%	27%
End of Course English II	2023	41%	45%	**45%**	-	45%	-	-	-	-	-	46%	*	52%	31%	46%	43%
End of Course Algebra I	2023	58%	64%	**64%**	-	64%	-	-	-	-	-	65%	-	61%	86%	62%	65%
All Grades Both Subjects	2023	38%	41%	**46%**	-	46%	-	-	-	-	-	41%	*	47%	43%	45%	45%
All Grades ELA/Reading	2023	35%	35%	**39%**	-	39%	-	-	-	-	-	29%	*	41%	35%	39%	37%
All Grades Mathematics	2023	40%	49%	**64%**	-	64%	-	-	-	-	-	65%	-	61%	86%	62%	65%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	School Year	State	District	Campus	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	2023	76%	70%	**75%**	-	-	-	-	-	-	68%	-	68%	-	68%	86%	68%	94%
	2022	74%	64%	**62%**	*	*	-	-	-	-	47%	-	47%	-	49%	78%	47%	86%
At Meets Grade Level or Above	2023	49%	34%	**35%**	-	-	-	-	-	-	26%	-	26%	-	24%	52%	26%	67%
	2022	48%	33%	**32%**	*	*	-	-	-	-	14%	-	14%	-	19%	49%	16%	54%
At Masters Grade Level	2023	20%	9%	**7%**	-	-	-	-	-	-	2%	-	2%	-	4%	15%	3%	19%
	2022	23%	11%	**6%**	*	*	-	-	-	-	2%	-	2%	-	3%	11%	2%	11%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	67%	**64%**	-	-	-	-	-	-	55%	-	55%	-	53%	82%	55%	91%
	2022	75%	62%	**55%**	*	*	-	-	-	-	35%	-	35%	-	41%	76%	36%	84%
At Meets Grade Level or Above	2023	53%	36%	**35%**	-	-	-	-	-	-	24%	-	24%	-	20%	58%	23%	69%
	2022	53%	38%	**34%**	*	*	-	-	-	-	15%	-	15%	-	21%	54%	17%	60%
At Masters Grade Level	2023	20%	8%	**4%**	-	-	-	-	-	-	0%	-	0%	-	0%	13%	0%	13%
	2022	25%	12%	**3%**	*	*	-	-	-	-	0%	-	0%	-	0%	5%	0%	7%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	73%	**77%**	-	-	-	-	-	-	75%	-	75%	-	71%	79%	75%	94%
	2022	72%	64%	**57%**	*	*	-	-	-	-	52%	-	52%	-	48%	58%	51%	74%
At Meets Grade Level or Above	2023	45%	32%	**22%**	-	-	-	-	-	-	22%	-	22%	-	3%	23%	19%	50%
	2022	42%	28%	**16%**	*	*	-	-	-	-	10%	-	10%	-	9%	18%	10%	31%
At Masters Grade Level	2023	19%	9%	**4%**	-	-	-	-	-	-	4%	-	4%	-	0%	4%	3%	17%
	2022	20%	9%	**4%**	*	*	-	-	-	-	2%	-	2%	-	2%	4%	2%	12%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	70%	**83%**	-	-	-	-	-	-	81%	-	81%	-	78%	89%	80%	100%
	2022	76%	67%	**70%**	*	*	-	-	-	-	55%	-	55%	-	56%	84%	56%	95%
At Meets Grade Level or Above	2023	47%	32%	**36%**	-	-	-	-	-	-	26%	-	26%	-	33%	55%	27%	79%
	2022	47%	30%	**30%**	*	*	-	-	-	-	17%	-	17%	-	16%	37%	17%	62%
At Masters Grade Level	2023	18%	9%	**9%**	-	-	-	-	-	-	4%	-	4%	-	6%	21%	5%	26%
	2022	21%	9%	**5%**	*	*	-	-	-	-	3%	-	3%	-	0%	8%	2%	11%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	71%	**92%**	-	-	-	-	-	-	85%	-	85%	-	92%	99%	87%	90%
	2022	75%	64%	**83%**	-	-	-	-	-	-	67%	-	67%	-	74%	94%	68%	100%
At Meets Grade Level or Above	2023	52%	37%	**55%**	-	-	-	-	-	-	42%	-	42%	-	44%	68%	43%	70%
	2022	50%	32%	**49%**	-	-	-	-	-	-	13%	-	13%	-	37%	78%	18%	58%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	12%	**17%**	-	-	-	-	-	-	6%	-	6%	-	14%	27%	8%	30%
	2022	30%	14%	**21%**	-	-	-	-	-	-	6%	-	6%	-	19%	32%	9%	32%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	60%	**61%**	-	-	-	-	-	-	56%	-	56%	-	55%	68%	56%	70%
All Grades ELA/Reading	2023	63%	57%	**61%**	-	-	-	-	-	-	53%	-	53%	-	50%	73%	53%	68%
All Grades Mathematics	2023	66%	64%	**62%**	-	-	-	-	-	-	63%	-	63%	-	65%	53%	63%	73%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**46%**	-	-	-	-	-	-	42%	-	42%	-	54%	53%	44%	*
All Grades ELA/Reading	2023	35%	35%	**39%**	-	-	-	-	-	-	36%	-	36%	-	44%	52%	37%	*
All Grades Mathematics	2023	40%	49%	**64%**	-	-	-	-	-	-	61%	-	61%	-	70%	57%	63%	*

* 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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	97%	**92%**	*	92%	*	-	-	-	-	88%	100%	96%	82%	92%	93%
Included in Accountability	93%	90%	**83%**	*	83%	*	-	-	-	-	75%	92%	90%	65%	83%	82%
Not Included in Accountability: Mobile	4%	4%	**4%**	*	4%	*	-	-	-	-	4%	0%	1%	11%	3%	3%
Not Included in Accountability: Other Exclusions	2%	3%	**6%**	*	6%	*	-	-	-	-	8%	8%	5%	6%	6%	8%
Not Tested	1%	3%	**8%**	*	8%	*	-	-	-	-	12%	0%	4%	18%	8%	7%
Absent	1%	3%	**8%**	*	8%	*	-	-	-	-	12%	0%	4%	18%	8%	7%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	97%	**93%**	*	93%	*	-	-	-	-	93%	100%	98%	81%	93%	95%
Included in Accountability	92%	88%	**79%**	*	79%	*	-	-	-	-	71%	83%	86%	63%	80%	78%
Not Included in Accountability: Mobile	4%	4%	**4%**	*	3%	*	-	-	-	-	5%	0%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	3%	5%	**10%**	*	10%	*	-	-	-	-	18%	17%	11%	8%	10%	14%
Not Tested	1%	3%	**7%**	*	7%	*	-	-	-	-	7%	0%	2%	19%	7%	5%
Absent	1%	3%	**7%**	*	7%	*	-	-	-	-	7%	0%	2%	19%	7%	5%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**93%**	*	93%	*	-	-	-	-	81%	*	96%	85%	92%	92%
Included in Accountability	94%	93%	**87%**	*	87%	*	-	-	-	-	76%	*	95%	69%	87%	87%
Not Included in Accountability: Mobile	5%	4%	**4%**	*	4%	*	-	-	-	-	5%	*	1%	12%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	1%	*	-	-	-	-	0%	*	0%	4%	1%	2%
Not Tested	1%	2%	**7%**	*	7%	*	-	-	-	-	19%	*	4%	15%	8%	8%
Absent	1%	2%	**7%**	*	7%	*	-	-	-	-	19%	*	4%	15%	8%	8%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	96%	**92%**	-	92%	*	-	-	-	-	83%	*	95%	83%	91%	92%
Included in Accountability	93%	90%	**84%**	-	84%	*	-	-	-	-	78%	*	94%	61%	84%	85%
Not Included in Accountability: Mobile	4%	4%	**5%**	-	6%	*	-	-	-	-	5%	*	1%	16%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	2%	*	-	-	-	-	0%	*	0%	7%	2%	3%
Not Tested	1%	4%	**8%**	-	8%	*	-	-	-	-	17%	*	5%	17%	9%	8%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	4%	**8%**	-	8%	*	-	-	-	-	17%	*	5%	17%	9%	8%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	95%	**91%**	*	91%	-	-	-	-	-	86%	*	94%	83%	91%	90%
Included in Accountability	94%	92%	**88%**	*	89%	-	-	-	-	-	86%	*	94%	73%	89%	88%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	3%	-	-	-	-	-	0%	*	0%	10%	2%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	5%	**9%**	*	9%	-	-	-	-	-	14%	*	6%	17%	9%	10%
Absent	1%	5%	**9%**	*	9%	-	-	-	-	-	14%	*	6%	17%	9%	10%
Other	0%	0%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	96%	**96%**	-	96%	-	-	-	-	-	-	-	94%	100%	95%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**97%**	100%	97%	80%	-	-	-	-	98%	95%	98%	95%	97%	98%
Included in Accountability	93%	91%	**87%**	100%	87%	20%	-	-	-	-	82%	95%	93%	70%	87%	83%
Not Included in Accountability: Mobile	5%	5%	**4%**	0%	4%	60%	-	-	-	-	7%	0%	1%	14%	4%	5%
Not Included in Accountability: Other Exclusions	1%	3%	**6%**	0%	6%	0%	-	-	-	-	10%	0%	4%	10%	6%	10%
Not Tested	1%	1%	**3%**	0%	3%	20%	-	-	-	-	2%	5%	2%	5%	3%	2%
Absent	1%	1%	**3%**	0%	3%	20%	-	-	-	-	2%	5%	2%	5%	3%	2%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**97%**	*	97%	*	-	-	-	-	97%	90%	98%	96%	98%	98%
Included in Accountability	92%	88%	**84%**	*	84%	*	-	-	-	-	72%	90%	88%	70%	84%	78%
Not Included in Accountability: Mobile	5%	5%	**4%**	*	4%	*	-	-	-	-	5%	0%	1%	13%	4%	4%
Not Included in Accountability: Other Exclusions	2%	5%	**10%**	*	10%	*	-	-	-	-	19%	0%	9%	12%	10%	16%
Not Tested	1%	1%	**3%**	*	3%	*	-	-	-	-	3%	10%	2%	4%	2%	2%
Absent	1%	1%	**3%**	*	3%	*	-	-	-	-	3%	10%	2%	4%	2%	2%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	1%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**96%**	*	96%	*	-	-	-	-	100%	100%	97%	94%	96%	97%
Included in Accountability	93%	92%	**89%**	*	89%	*	-	-	-	-	91%	100%	96%	70%	89%	87%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**5%**	*	5%	*	-	-	-	-	9%	0%	1%	17%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	*	2%	*	-	-	-	-	0%	0%	0%	7%	2%	3%
Not Tested	1%	1%	**4%**	*	4%	*	-	-	-	-	0%	0%	3%	6%	4%	3%
Absent	1%	1%	**3%**	*	3%	*	-	-	-	-	0%	0%	2%	6%	3%	3%
Other	0%	0%	**1%**	*	1%	*	-	-	-	-	0%	0%	1%	0%	1%	0%
Science																
Assessment Participant	98%	99%	**97%**	*	97%	*	-	-	-	-	98%	100%	98%	94%	97%	97%
Included in Accountability	93%	92%	**89%**	*	89%	*	-	-	-	-	90%	100%	98%	65%	89%	86%
Not Included in Accountability: Mobile	4%	4%	**5%**	*	5%	*	-	-	-	-	8%	0%	1%	16%	5%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**4%**	*	4%	*	-	-	-	-	0%	0%	0%	14%	4%	6%
Not Tested	2%	1%	**3%**	*	3%	*	-	-	-	-	2%	0%	2%	6%	3%	3%
Absent	1%	1%	**3%**	*	3%	*	-	-	-	-	2%	0%	2%	6%	3%	3%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**98%**	-	98%	-	-	-	-	-	100%	-	98%	97%	98%	98%
Included in Accountability	94%	96%	**94%**	-	94%	-	-	-	-	-	93%	-	97%	84%	94%	94%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	3%	-	-	-	-	-	7%	-	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	2%	0%	1%
Not Tested	2%	1%	**2%**	-	2%	-	-	-	-	-	0%	-	2%	3%	2%	2%
Absent	1%	1%	**2%**	-	2%	-	-	-	-	-	0%	-	2%	3%	2%	2%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	85%	**85%**	-	85%	-	-	-	-	-	-	-	84%	*	75%	-

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	90.9%	**89.5%**	*	89.5%	*	-	-	-	-	86.0%	89.3%	89.6%
2020-21	95.0%	95.4%	**96.4%**	*	96.4%	*	-	-	-	-	96.4%	96.2%	96.2%
Chronic Absenteeism													
2021-22	25.7%	34.0%	**39.5%**	*	39.5%	*	-	-	-	-	54.8%	40.6%	40.8%
2020-21	15.0%	14.3%	**10.7%**	*	10.8%	0.0%	-	-	-	-	10.9%	10.8%	12.2%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.9%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	4.1%	**4.1%**	*	4.1%	*	-	-	-	-	6.3%	4.4%	4.3%
2020-21	2.4%	2.6%	**2.6%**	*	2.6%	0.0%	-	-	-	-	4.0%	2.5%	2.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	81.7%	**81.7%**	-	81.7%	*	-	-	-	-	65.6%	80.6%	78.5%
Received TxCHSE	0.3%	0.4%	**0.4%**	-	0.4%	*	-	-	-	-	0.0%	0.4%	0.0%
Continued HS	3.5%	5.4%	**5.4%**	-	5.4%	*	-	-	-	-	12.5%	5.0%	5.6%
Dropped Out	6.4%	12.5%	**12.5%**	-	12.6%	*	-	-	-	-	21.9%	14.0%	15.9%
Graduates and TxCHSE	90.0%	82.1%	**82.1%**	-	82.0%	*	-	-	-	-	65.6%	81.0%	78.5%
Graduates, TxCHSE, and Continuers	93.6%	87.5%	**87.5%**	-	87.4%	*	-	-	-	-	78.1%	86.0%	84.1%
Class of 2021													
Graduated	90.0%	86.3%	**86.3%**	*	86.1%	*	-	-	-	-	77.3%	85.9%	81.6%
Received TxCHSE	0.3%	0.4%	**0.4%**	*	0.4%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	3.9%	5.0%	**5.0%**	*	5.0%	*	-	-	-	-	13.6%	4.9%	8.2%
Dropped Out	5.8%	8.3%	**8.3%**	*	8.4%	*	-	-	-	-	9.1%	8.8%	10.2%
Graduates and TxCHSE	90.3%	86.7%	**86.7%**	*	86.6%	*	-	-	-	-	77.3%	86.3%	81.6%
Graduates, TxCHSE, and Continuers	94.2%	91.7%	**91.7%**	*	91.6%	*	-	-	-	-	90.9%	91.2%	89.8%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	90.0%	**90.0%**	*	89.9%	*	-	-	-	-	87.5%	89.3%	87.8%
Received TxCHSE	0.4%	0.4%	**0.4%**	*	0.4%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	1.0%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	9.6%	**9.6%**	*	9.7%	*	-	-	-	-	12.5%	10.2%	12.2%
Graduates and TxCHSE	92.7%	90.4%	**90.4%**	*	90.3%	*	-	-	-	-	87.5%	89.8%	87.8%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	90.4%	**90.4%**	*	90.3%	*	-	-	-	-	87.5%	89.8%	87.8%
Class of 2020													
Graduated	92.2%	91.4%	**91.4%**	-	91.3%	*	*	-	-	-	85.7%	91.4%	84.4%
Received TxCHSE	0.5%	1.3%	**1.3%**	-	1.3%	*	*	-	-	-	0.0%	1.4%	0.0%
Continued HS	1.1%	0.4%	**0.4%**	-	0.4%	*	*	-	-	-	0.0%	0.5%	2.2%
Dropped Out	6.2%	6.9%	**6.9%**	-	7.0%	*	*	-	-	-	14.3%	6.7%	13.3%
Graduates and TxCHSE	92.7%	92.7%	**92.7%**	-	92.6%	*	*	-	-	-	85.7%	92.8%	84.4%
Graduates, TxCHSE, and Continuers	93.8%	93.1%	**93.1%**	-	93.0%	*	*	-	-	-	85.7%	93.3%	86.7%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	91.8%	**91.8%**	-	91.7%	*	*	-	-	-	86.7%	91.9%	86.4%
Received TxCHSE	0.5%	1.3%	**1.3%**	-	1.3%	*	*	-	-	-	0.0%	1.4%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	-	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	6.9%	**6.9%**	-	7.0%	*	*	-	-	-	13.3%	6.7%	13.6%
Graduates and TxCHSE	93.2%	93.1%	**93.1%**	-	93.0%	*	*	-	-	-	86.7%	93.3%	86.4%
Graduates, TxCHSE, and Continuers	93.8%	93.1%	**93.1%**	-	93.0%	*	*	-	-	-	86.7%	93.3%	86.4%
Class of 2019													
Graduated	92.6%	88.5%	**88.5%**	-	88.4%	*	-	-	-	-	76.2%	89.0%	74.4%
Received TxCHSE	0.6%	0.8%	**0.8%**	-	0.8%	*	-	-	-	-	0.0%	0.8%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	10.7%	**10.7%**	-	10.9%	*	-	-	-	-	23.8%	10.2%	25.6%
Graduates and TxCHSE	93.2%	89.3%	**89.3%**	-	89.1%	*	-	-	-	-	76.2%	89.8%	74.4%
Graduates, TxCHSE, and Continuers	93.8%	89.3%	**89.3%**	-	89.1%	*	-	-	-	-	76.2%	89.8%	74.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	81.4%	**81.4%**	-	81.4%	*	-	-	-	-	65.6%	80.6%	78.5%
Class of 2021	90.0%	84.6%	**84.6%**	*	84.4%	*	-	-	-	-	65.4%	84.6%	80.4%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	8.3%	**8.3%**	-	8.4%	*	-	-	-	-	52.4%	7.7%	11.9%
Class of 2021	3.8%	9.2%	**9.2%**	*	8.8%	*	-	-	-	-	64.7%	10.2%	12.5%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	74.6%	**74.6%**	-	74.4%	*	-	-	-	-	0.0%	73.3%	61.9%
Class of 2021	81.9%	77.3%	**77.3%**	*	77.6%	*	-	-	-	-	5.9%	75.6%	62.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	82.9%	**82.9%**	-	82.8%	*	-	-	-	-	52.4%	81.0%	73.8%
Class of 2021	85.7%	86.5%	**86.5%**	*	86.3%	*	-	-	-	-	70.6%	85.8%	75.0%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	*	-	*	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	9.5%	**9.5%**	-	9.5%	-	-	-	-	-	42.3%	8.7%	12.4%
2020-21	3.8%	8.6%	**8.6%**	*	8.2%	*	-	-	-	-	57.9%	9.6%	10.4%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	71.9%	**71.9%**	-	71.9%	-	-	-	-	-	0.0%	71.2%	60.7%
2020-21	80.4%	76.9%	**76.9%**	*	77.2%	*	-	-	-	-	5.3%	75.0%	66.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	81.4%	**81.4%**	-	81.4%	-	-	-	-	-	42.3%	79.8%	73.0%
2020-21	84.1%	85.6%	**85.6%**	*	85.5%	*	-	-	-	-	63.2%	84.6%	77.1%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	242	100.0%	242	368,686
By Ethnicity:				
African American	0	0.0%	0	45,227
Hispanic	242	100.0%	242	191,125
White	0	0.0%	0	103,171
American Indian	0	0.0%	0	1,159
Asian	0	0.0%	0	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	0	0.0%	0	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	45	18.6%	45	51,023
Foundation H.S. Program (Endorsement)	23	9.5%	23	14,179
Foundation H.S. Program (DLA)	174	71.9%	174	302,917
Special Education Graduates	26	10.7%	26	32,447
Economically Disadvantaged Graduates	208	86.0%	208	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	89	36.8%	89	40,398
At-Risk Graduates	171	70.7%	171	159,689

Academic Year	State	District	Campus	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)													
2021-22	70.0%	54.1%	**54.1%**	-	54.1%	-	-	-	-	-	61.5%	52.4%	51.7%
2020-21	65.2%	58.1%	**58.1%**	*	57.7%	*	-	-	-	-	78.9%	58.0%	50.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	38.8%	**38.8%**	-	38.8%	-	-	-	-	-	3.8%	37.5%	36.0%
2020-21	52.7%	50.9%	**50.9%**	*	50.9%	*	-	-	-	-	10.5%	49.5%	41.7%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	36.0%	**36.0%**	-	36.0%	-	-	-	-	-	0.0%	35.6%	34.8%
2020-21	56.1%	24.3%	**24.3%**	*	24.5%	*	-	-	-	-	5.3%	22.9%	2.1%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	16.9%	**16.9%**	-	16.9%	-	-	-	-	-	3.8%	16.8%	12.4%
2020-21	45.7%	13.1%	**13.1%**	*	13.2%	*	-	-	-	-	0.0%	12.8%	6.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	13.2%	**13.2%**	-	13.2%	-	-	-	-	-	0.0%	12.5%	10.1%
2020-21	40.4%	6.8%	**6.8%**	*	6.8%	*	-	-	-	-	0.0%	5.9%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	30.2%	**30.2%**	-	30.2%	-	-	-	-	-	3.8%	29.3%	31.5%
2020-21	21.3%	41.9%	**41.9%**	*	41.8%	*	-	-	-	-	5.3%	39.4%	39.6%
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2020-21	2.6%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	9.1%	**9.1%**	-	9.1%	-	-	-	-	-	0.0%	5.8%	0.0%
2020-21	25.9%	21.6%	**21.6%**	*	21.8%	*	-	-	-	-	10.5%	20.7%	2.1%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2020-21	4.4%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	23.6%	**23.6%**	-	23.6%	-	-	-	-	-	61.5%	21.6%	22.5%
2020-21	24.2%	14.0%	**14.0%**	*	13.6%	*	-	-	-	-	78.9%	16.0%	8.3%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	17.4%	**17.4%**	-	17.4%	-	-	-	-	-	3.8%	15.9%	10.1%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	7.7%	**7.7%**	*	7.7%	*	-	-	-	-	5.3%	8.5%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2020-21	0.7%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.1%	**2.1%**	-	2.1%	-	-	-	-	-	19.2%	1.9%	4.5%
2020-21	2.4%	1.4%	**1.4%**	*	1.4%	*	-	-	-	-	15.8%	1.6%	2.1%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	4.5%	**4.5%**	-	4.5%	-	-	-	-	-	42.3%	4.3%	9.0%
2020-21	4.4%	5.4%	**5.4%**	*	5.0%	*	-	-	-	-	63.2%	6.4%	6.3%

	Academic Year	State	District	Campus	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	2021-22	22.8%	16.5%	**16.5%**	-	16.5%	-	-	-	-	-	0.0%	14.4%	0.0%
	2020-21	25.9%	18.9%	**18.9%**	*	19.1%	*	-	-	-	-	5.3%	17.0%	0.0%
Mathematics	2021-22	18.7%	6.2%	**6.2%**	-	6.2%	-	-	-	-	-	0.0%	5.8%	1.1%
	2020-21	19.4%	2.3%	**2.3%**	*	2.3%	*	-	-	-	-	0.0%	2.7%	2.1%
Both Subjects	2021-22	12.6%	5.0%	**5.0%**	-	5.0%	-	-	-	-	-	0.0%	4.3%	0.0%
	2020-21	14.4%	0.9%	**0.9%**	*	0.9%	*	-	-	-	-	0.0%	1.1%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	14.0%	**14.0%**	-	14.0%	-	-	-	-	-	0.0%	15.9%	33.7%
	2020-21	8.6%	4.1%	**4.1%**	*	4.1%	*	-	-	-	-	0.0%	4.3%	2.1%
Mathematics	2021-22	14.0%	8.7%	**8.7%**	-	8.7%	-	-	-	-	-	3.8%	9.6%	11.2%
	2020-21	10.3%	5.4%	**5.4%**	*	5.5%	*	-	-	-	-	0.0%	5.3%	2.1%
Both Subjects	2021-22	7.5%	4.5%	**4.5%**	-	4.5%	-	-	-	-	-	0.0%	5.3%	9.0%
	2020-21	4.9%	0.5%	**0.5%**	*	0.5%	*	-	-	-	-	0.0%	0.5%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	21.2%	**21.0%**	-	20.8%	*	-	-	-	-	0.0%	19.4%	9.3%
	2021	21.1%	25.7%	**25.7%**	*	25.6%	*	-	-	-	-	1.9%	24.2%	15.9%
English Language Arts	2022	13.2%	8.9%	**8.9%**	-	8.9%	*	-	-	-	-	0.0%	6.9%	3.1%
	2021	12.1%	9.0%	**9.0%**	*	9.1%	*	-	-	-	-	0.0%	8.1%	0.0%
Mathematics	2022	6.9%	7.8%	**7.8%**	-	7.8%	*	-	-	-	-	0.0%	6.9%	1.2%
	2021	6.1%	6.6%	**6.6%**	*	6.7%	*	-	-	-	-	0.0%	5.5%	1.6%
Science	2022	9.6%	7.1%	**6.9%**	-	6.9%	*	-	-	-	-	0.0%	6.9%	3.1%
	2021	8.7%	7.1%	**7.1%**	*	7.1%	*	-	-	-	-	1.9%	6.5%	1.6%
Social Studies	2022	12.5%	5.1%	**5.1%**	-	5.1%	*	-	-	-	-	0.0%	4.6%	1.2%
	2021	11.6%	10.1%	**10.1%**	*	10.1%	*	-	-	-	-	1.9%	9.6%	7.1%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	17.9%	**18.1%**	-	18.3%	*	-	-	-	-	-	14.5%	6.7%
	2021	48.6%	7.5%	**7.5%**	-	7.6%	*	-	-	-	-	*	5.2%	5.0%
English Language Arts	2022	53.2%	17.5%	**17.5%**	-	17.5%	-	-	-	-	-	-	14.8%	0.0%
	2021	42.7%	4.8%	**4.8%**	-	4.8%	-	-	-	-	-	-	0.0%	-
Mathematics	2022	50.4%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
	2021	49.4%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
Science	2022	44.7%	3.1%	**3.2%**	-	3.2%	-	-	-	-	-	-	3.7%	0.0%
	2021	41.4%	3.0%	**3.0%**	-	3.0%	-	-	-	-	-	*	3.8%	*

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	4.3%	**4.3%**	-	4.3%	-	-	-	-	-	-	5.6%	*
	2021	42.2%	2.1%	**2.1%**	-	2.1%	-	-	-	-	-	*	0.0%	0.0%
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	62.0%	**62.0%**	-	61.6%	?	-	-	-	-	30.8%	59.3%	53.3%
	2020-21	70.8%	28.4%	**28.4%**	*	28.6%	*	-	-	-	-	21.1%	27.5%	20.8%
At/Above Criterion for All Examinees	2021-22	32.1%	6.0%	**6.0%**	-	6.0%	*	-	-	-	-	0.0%	4.0%	0.0%
	2020-21	32.9%	17.5%	**17.5%**	-	17.5%	-	-	-	-	-	*	15.4%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	872	**872**	-	872	-	-	-	-	-	756	859	794
	2020-21	1002	931	**931**	-	931	-	-	-	-	-	790	928	847
English Language Arts and Writing	2021-22	506	448	**448**	-	448	-	-	-	-	-	380	440	399
	2020-21	504	466	**466**	-	466	-	-	-	-	-	390	464	412
Mathematics	2021-22	496	425	**425**	-	425	-	-	-	-	-	376	419	395
	2020-21	498	465	**465**	-	465	-	-	-	-	-	400	465	434
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	14.9	**14.9**	-	14.9	*	-	-	-	-	12.6	14.6	12.9
	2020-21	20.0	18.1	**18.1**	-	18.1	-	-	-	-	-	-	16.6	15.5
English Language Arts	2021-22	19.2	14.2	**14.2**	-	14.3	*	-	-	-	-	12.0	13.6	11.4
	2020-21	19.6	17.1	**17.1**	-	17.1	-	-	-	-	-	-	15.6	14.8
Mathematics	2021-22	19.3	15.2	**15.2**	-	15.2	*	-	-	-	-	13.4	15.1	14.6
	2020-21	19.9	18.3	**18.3**	-	18.3	-	-	-	-	-	-	17.1	15.5
Science	2021-22	19.8	15.5	**15.5**	-	15.6	*	-	-	-	-	13.0	15.4	13.6
	2020-21	20.3	19.3	**19.3**	-	19.3	-	-	-	-	-	-	17.6	17.0

	Academic Year	State	District	Campus	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	2021-22	44.2%	44.5%	**44.5%**	*	44.5%	*	-	-	-	-	15.2%	44.6%	36.1%
	2020-21	42.5%	46.9%	**46.9%**	*	47.0%	20.0%	-	-	-	-	19.2%	45.5%	37.8%
English Language Arts	2021-22	16.6%	19.4%	**19.4%**	*	19.4%	*	-	-	-	-	5.8%	18.9%	16.1%
	2020-21	16.3%	10.4%	**10.4%**	*	10.5%	*	-	-	-	-	0.0%	9.4%	0.8%
Mathematics	2021-22	19.9%	22.8%	**22.8%**	*	22.9%	*	-	-	-	-	9.5%	22.3%	15.5%
	2020-21	19.3%	23.1%	**23.1%**	*	23.0%	*	-	-	-	-	12.3%	21.5%	13.2%
Science	2021-22	21.1%	15.2%	**15.2%**	*	15.1%	*	-	-	-	-	5.1%	14.6%	7.5%
	2020-21	20.6%	13.8%	**13.8%**	*	13.9%	*	-	-	-	-	7.8%	12.9%	7.1%
Social Studies	2021-22	22.8%	13.3%	**13.3%**	*	13.3%	*	-	-	-	-	0.9%	12.6%	6.2%
	2020-21	22.8%	16.8%	**16.8%**	*	16.9%	*	-	-	-	-	1.7%	14.5%	7.2%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	38.3%	**38.3%**	*	38.6%	*	-	-	-	-	21.1%	38.1%	25.0%
	2019-20	46.1%	40.1%	**40.1%**	-	40.4%	*	*	-	-	-	16.7%	39.9%	31.4%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,026	100.0%	3,173	5,504,150	1,029	100.0%	3,177	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	6.8%	4.4%	0	0.0%	6.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	2.1%	0.7%	0	0.0%	2.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.7%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 2	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 3	0	0.0%	6.0%	7.2%	0	0.0%	6.0%	7.1%
Grade 4	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	6.2%	7.3%	0	0.0%	6.2%	7.2%
Grade 7	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 8	0	0.0%	8.7%	7.7%	0	0.0%	8.7%	7.7%
Grade 9	271	26.4%	8.5%	8.7%	271	26.3%	8.5%	8.7%
Grade 10	336	32.7%	10.6%	7.9%	336	32.7%	10.6%	7.9%
Grade 11	232	22.6%	7.3%	7.0%	233	22.6%	7.3%	7.0%
Grade 12	187	18.2%	5.9%	6.6%	189	18.4%	5.9%	6.6%
Ethnic Distribution:								
African American	2	0.2%	0.1%	12.8%	2	0.2%	0.1%	12.8%
Hispanic	1,023	99.7%	99.2%	53.0%	1,026	99.7%	99.2%	52.9%
White	1	0.1%	0.6%	25.6%	1	0.1%	0.6%	25.7%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	5.1%	0	0.0%	0.0%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.1%	3.0%	0	0.0%	0.1%	3.0%
Sex:								
Female	486	47.4%	48.3%	48.8%	488	47.4%	48.3%	48.8%
Male	540	52.6%	51.7%	51.2%	541	52.6%	51.7%	51.2%
Economically Disadvantaged	938	91.4%	91.2%	62.1%	941	91.4%	91.2%	62.0%
Non-Educationally Disadvantaged	88	8.6%	8.8%	37.9%	88	8.6%	8.8%	38.0%
Section 504 Students	71	6.9%	5.0%	7.4%	71	6.9%	5.0%	7.4%
EB Students/EL	540	52.6%	61.7%	23.1%	543	52.8%	61.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	66	5.9%	3.1%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	18	1.8%	2.2%	5.5%	18	1.7%	2.2%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	10	1.0%	1.4%	1.3%	11	1.1%	1.4%	1.3%
Immigrant	19	1.9%	1.6%	2.2%	19	1.8%	1.6%	2.2%
Migrant	4	0.4%	0.9%	0.3%	4	0.4%	0.8%	0.3%
Title I	1,026	100.0%	100.0%	64.6%	1,029	100.0%	100.0%	64.6%
Military Connected	19	1.9%	2.3%	3.6%	19	1.8%	2.3%	3.6%
At-Risk	782	76.2%	79.8%	53.3%	785	76.3%	79.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	429	41.8%	53.6%	23.2%	432	42.0%	53.6%	23.2%
Career and Technical Education	842	82.1%	30.5%	26.5%				
Career and Technical Education (9-12 grades only)	842	82.1%	82.1%	72.3%				
Gifted and Talented Education	81	7.9%	5.9%	8.2%	81	7.9%	5.9%	8.2%
Special Education	114	11.1%	14.6%	12.6%	114	11.1%	14.6%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	114							
By Type of Primary Disability Students with Intellectual Disabilities	79	69.3%	52.9%	44.1%				
Students with Physical Disabilities	5	4.4%	27.2%	20.0%				
Students with Autism	7	6.1%	**	15.5%				
Students with Behavioral Disabilities	23	20.2%	11.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	162	14.4%	13.4%	16.8%				
By Ethnicity: African American	0	0.0%	0.0%	3.3%				
Hispanic	161	14.3%	13.2%	8.7%				
White	1	0.1%	0.1%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Count and Percent of Special Ed Students who are Mobile	27	21.3%	12.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	86	16.6%	13.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	138	13.7%	12.1%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	142	17.1%	13.1%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.5%	-	0.0%	4.5%
Grade 1	-	5.2%	2.5%	-	8.5%	3.6%
Grade 2	-	5.8%	1.6%	-	0.0%	2.0%
Grade 3	-	2.5%	0.8%	-	0.0%	0.9%
Grade 4	-	1.7%	0.5%	-	0.0%	0.5%
Grade 5	-	1.2%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.5%	0.4%	-	0.0%	0.5%
Grade 8	-	0.5%	0.4%	-	2.9%	0.5%
Grade 9	1.3%	1.3%	8.7%	3.3%	3.3%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	24.9	18.7
Grade 1	-	19.8	19.1
Grade 2	-	18.1	19.1
Grade 3	-	22.0	19.3
Grade 4	-	17.5	19.4
Grade 5	-	20.0	20.8
Grade 6	-	20.7	19.2
Secondary:			
English/Language Arts	16.7	14.8	16.2
Foreign Languages	25.9	21.6	18.8
Mathematics	18.6	19.3	17.5
Science	19.8	20.1	18.5
Social Studies	22.8	21.8	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	87.9	100.0%	100.0%	100.0%
Professional Staff:	75.3	85.6%	50.1%	64.1%
Teachers	64.1	73.0%	35.8%	48.7%
Professional Support	7.1	8.1%	10.5%	10.9%
Campus Administration (School Leadership)	4.0	4.5%	2.4%	3.3%
Educational Aides:	12.7	14.4%	11.5%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	3.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	4.0	n/a	12.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	82.9	94.3%	97.0%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.5%	11.8%
Hispanic	60.1	93.8%	94.6%	29.6%
White	3.0	4.7%	4.3%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.6%	0.5%	1.2%
Teachers by Sex:				
Males	30.5	47.6%	28.4%	24.4%
Females	33.6	52.4%	71.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	6.0	9.4%	3.8%	2.0%
Bachelors	37.8	58.9%	71.5%	72.2%
Masters	20.3	31.7%	24.7%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	9.2	14.4%	7.8%	9.7%
1-5 Years Experience	15.1	23.6%	20.3%	26.3%
6-10 Years Experience	12.4	19.4%	20.5%	20.5%
11-20 Years Experience	18.7	29.1%	34.6%	27.2%
21-30 Years Experience	7.5	11.8%	15.2%	13.3%
Over 30 Years Experience	1.1	1.8%	1.6%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	16.0	n/a	16.3	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	6.5	6.1
Average Years Experience of Principals with District	11.0	6.5	5.3
Average Years Experience of Assistant Principals	4.0	3.9	5.2
Average Years Experience of Assistant Principals with District	4.0	3.9	4.4
Average Years Experience of Teachers:	10.3	11.8	11.0
Average Years Experience of Teachers with District:	6.6	9.1	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,694	$47,625	$53,300
1-5 Years Experience	$61,754	$59,468	$56,516
6-10 Years Experience	$65,109	$61,989	$59,732
11-20 Years Experience	$65,046	$63,290	$63,389
21-30 Years Experience	$70,841	$69,128	$67,876
Over 30 Years Experience	$76,581	$74,088	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,532	$62,088	$60,717
Professional Support	$68,922	$72,797	$72,022
Campus Administration (School Leadership)	$79,366	$84,834	$85,167
Instructional Staff Percent:	n/a	52.2%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.2%	24.4%	5.9%
Career and Technical Education	12.7	19.8%	7.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	0.1%	1.7%
Regular Education	37.2	58.0%	49.5%	70.6%
Special Education	8.8	13.7%	14.9%	9.7%
Other	5.4	8.4%	3.4%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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.

Section 2:

PEIMS

2021-2022

Financial Actual Reports

2021 - 2022 Actual Financial Data
Totals for SAN ELIZARIO ISD (071904)
Total Enrolled Membership: 3,190

	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)	$2,729,028	7.25%	$855	$2,729,028	5.86%	$855	$26,795,122,749	39.67%	$4,960
State Operating Funds	$29,657,844	78.76%	$9,297	$29,719,274	63.79%	$9,316	$24,396,897,632	36.12%	$4,516
Federal Funds	$5,049,515	13.41%	$1,583	$13,808,502	29.64%	$4,329	$14,103,811,039	20.88%	$2,611
Other Local	$220,663	0.59%	$69	$330,502	0.71%	$104	$2,250,851,644	3.33%	$417
Total Operating Revenue	$37,657,050	100.00%	$11,805	$46,587,306	100.00%	$14,604	$67,546,683,064	100.00%	$12,504
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$490,144	27.56%	$154	$8,860,960,306	86.81%	$1,640
State Assistance for Debt Service	$0	0.00%	$0	$1,238,625	69.65%	$388	$319,288,915	3.13%	$59
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$2,384	0.13%	$1	$75,078,438	0.74%	$14
Other Receipts (excluding debt service financing)	$47,102	100.00%	$15	$47,102	2.65%	$15	$952,245,471	9.33%	$176
Total Other Revenue	$47,102	100.00%	$15	$1,778,255	100.00%	$557	$10,207,573,130	100.00%	$1,890
Subtotal: Operating and Other Revenue	$37,704,152	100.00%	$11,819	$48,365,561	100.00%	$15,162	$77,754,256,194	100.00%	$14,394
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	100.00%	$556
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	100.00%	$556
Subtotal: Operating, Other and Recaptured Revenue	$37,704,152	100.00%	$11,819	$48,365,561	100.00%	$15,162	$80,756,295,511	100.00%	$14,949
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$6,477,182	79.33%	$2,030	$4,864,835,809	65.96%	$901
Estimated State TRS Contributions	$1,688,176	100.00%	$529	$1,688,176	20.67%	$529	$2,510,251,870	34.04%	$465
Subtotal: Debt Service Financing and TRS Estimate Revenue	$1,688,176	100.00%	$529	$8,165,358	100.00%	$2,560	$7,375,087,679	100.00%	$1,365
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$39,392,328	100.00%	$12,349	$56,530,919	100.00%	$17,721	$85,129,343,873	100.00%	$15,759
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$28,282,746	79.83%	$8,866	$33,898,921	76.44%	$10,627	$50,301,683,879	77.97%	$9,312

2021 - 2022 Actual Financial Data
Totals for SAN ELIZARIO ISD (071904)
Total Enrolled Membership: 3,190

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	$2,370,960	6.69%	$743	$2,473,184	5.58%	$775	$6,402,537,996	9.92%	$1,185
Supplies & Materials (Object 63xx)	$3,834,341	10.82%	$1,202	$6,881,219	15.52%	$2,157	$5,961,153,130	9.24%	$1,104
Other Operating Expenditures (Object 64xx)	$939,513	2.65%	$295	$1,095,092	2.47%	$343	$1,852,436,057	2.87%	$343
Total Operating Expenditures by Object	$35,427,560	100.00%	$11,106	$44,348,416	100.00%	$13,902	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.23%	$9
Debt Services (Object 65xx)	$90,705	20.38%	$28	$1,891,894	75.32%	$593	$9,844,903,533	48.41%	$1,822
Capital Outlay (Object 66xx)	$354,467	79.62%	$111	$620,024	24.68%	$194	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Object	$445,172	100.00%	$140	$2,511,918	100.00%	$787	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Object	$35,872,732	100.00%	$11,245	$46,860,334	100.00%	$14,690	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$17,311,003	48.86%	$5,427	$23,194,473	52.30%	$7,271	$36,035,016,731	55.85%	$6,671
Instructional Resources & Media Services (Function 12)	$390,928	1.10%	$123	$465,177	1.05%	$146	$646,159,944	1.00%	$120
Curriculum & Staff Development (Function 13)	$225,707	0.64%	$71	$1,429,861	3.22%	$448	$1,570,292,996	2.43%	$291
Instructional Leadership (Function 21)	$742,345	2.10%	$233	$895,693	2.02%	$281	$1,113,087,133	1.73%	$206
School Leadership (Function 23)	$2,081,366	5.87%	$652	$2,309,576	5.21%	$724	$3,715,762,954	5.76%	$688
Guidance Counseling Services (Function 31)	$1,226,045	3.46%	$384	$1,398,647	3.15%	$438	$2,527,496,320	3.92%	$468
Social Work Services (Function 32)	$246,188	0.69%	$77	$255,409	0.58%	$80	$230,790,970	0.36%	$43
Health Services (Function 33)	$403,887	1.14%	$127	$567,236	1.28%	$178	$753,509,900	1.17%	$139
Transportation (Function 34)	$1,168,388	3.30%	$366	$1,230,883	2.78%	$386	$1,904,677,571	2.95%	$353
Food Services (Function 35)	$2,773,703	7.83%	$869	$2,910,265	6.56%	$912	$3,228,715,442	5.00%	$598
Extracurricular (Function 36)	$931,044	2.63%	$292	$1,054,677	2.38%	$331	$1,918,276,966	2.97%	$355
General Administration (Function 41,92)	$1,593,325	4.50%	$499	$1,638,704	3.70%	$514	$2,123,586,250	3.29%	$393
Facilities Maintenance & Operations (Function 51)	$4,080,006	11.52%	$1,279	$4,371,418	9.86%	$1,370	$6,359,467,682	9.86%	$1,177
Security & Monitoring Services (Function 52)	$944,647	2.67%	$296	$1,018,552	2.30%	$319	$710,274,203	1.10%	$131
Data Processing Services (Function 53)	$1,274,474	3.60%	$400	$1,303,160	2.94%	$409	$1,330,336,046	2.06%	$246
Community Services (Function 61)	$34,504	0.10%	$11	$304,685	0.69%	$96	$326,634,310	0.51%	$60
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$23,725,644	0.04%	$4

2021 - 2022 Actual Financial Data
Totals for SAN ELIZARIO ISD (071904)
Total Enrolled Membership: 3,190

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	$35,427,560	100.00%	$11,106	$44,348,416	100.00%	$13,902	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.23%	$9
Non-Operating Expenditures by Function (1x-9x) (65xx)	$90,705	20.38%	$28	$1,891,894	75.32%	$593	$9,844,903,533	48.41%	$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	$354,467	79.62%	$111	$620,024	24.68%	$194	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Function	$445,172	100.00%	$140	$2,511,918	100.00%	$787	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Function	$35,872,732	100.00%	$11,245	$46,860,334	100.00%	$14,690	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$11,918,958	33.64%	$3,736	$13,119,504	29.58%	$4,113	$26,146,309,896	40.53%	$4,840
Gifted and Talented (PIC 21)	$64,164	0.18%	$20	$64,164	0.14%	$20	$395,634,789	0.61%	$73
Career and Technical (PIC 22)	$1,500,542	4.24%	$470	$1,583,136	3.57%	$496	$2,129,549,811	3.30%	$394
Students with Disabilities (PICs 23,33,43)	$4,151,155	11.72%	$1,301	$4,818,578	10.87%	$1,511	$7,957,924,392	12.33%	$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	$2,851,759	8.05%	$894	$7,897,351	17.81%	$2,476	$6,383,291,216	9.89%	$1,182
Bilingual (PICs 25,35)	$592,621	1.67%	$186	$860,156	1.94%	$270	$731,950,646	1.13%	$135
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0	$10,905,874	0.02%	$2
PreKindergarten (PIC 32)	$502,845	1.42%	$158	$666,692	1.50%	$209	$522,860,562	0.81%	$97
Early Education Allotment (PIC 36)	$1,103,983	3.12%	$346	$1,103,983	2.49%	$346	$1,241,323,456	1.92%	$230
Dyslexia or Related Disorder Services (PIC 37)	$63,846	0.18%	$20	$104,642	0.24%	$33	$348,794,218	0.54%	$65
College, Career, and Military Readiness (CCMR) (PIC 38)	$33,964	0.10%	$11	$33,964	0.08%	$11	$340,365,348	0.53%	$63
Athletics/Related Activities (PIC 91)	$801,413	2.26%	$251	$821,659	1.85%	$258	$1,264,746,717	1.96%	$234
Un-Allocated (PIC 99)	$11,842,310	33.43%	$3,712	$13,274,587	29.93%	$4,161	$17,044,154,137	26.42%	$3,155
Total Operating Expenditures by Program Intent Code (PIC)	$35,427,560	100.00%	$11,106	$44,348,416	100.00%	$13,902	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.23%	$9
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$90,705	20.38%	$28	$1,891,894	75.32%	$593	$9,844,903,533	48.41%	$1,822
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$354,467	79.62%	$111	$620,024	24.68%	$194	$10,445,000,110	51.36%	$1,934

2021 - 2022 Actual Financial Data
Totals for SAN ELIZARIO ISD (071904)
Total Enrolled Membership: 3,190

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	$445,172	100.00%	$140	$2,511,918	100.00%	$787	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$35,872,732	100.00%	$11,245	$46,860,334	100.00%	$14,690	$84,854,165,916	100.00%	$15,708
Disbursements									
Total Disbursements									
Operating Expenditures	$35,427,560	97.03%	$11,106	$44,348,416	93.36%	$13,902	$64,517,811,062	71.92%	$11,943
Recapture	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	3.35%	$556
Total Other Uses	$600,000	1.64%	$188	$600,000	1.26%	$188	$1,174,039,601	1.31%	$217
Intergovernmental Charge	$40,286	0.11%	$13	$40,286	0.08%	$13	$681,506,755	0.76%	$126
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.05%	$9
Debt Service (Object 65xx)	$90,705	0.25%	$28	$1,891,894	3.98%	$593	$9,844,903,533	10.97%	$1,822
Capital Projects (Object 66xx)	$354,467	0.97%	$111	$620,024	1.31%	$194	$10,445,000,110	11.64%	$1,934
Total Disbursements	$36,513,018	100.00%	$11,446	$47,500,620	100.00%	$14,890	$89,711,751,589	100.00%	$16,607
Tax Rates									
2021 - 2022 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.9207			0.9543		
Interest & Sinking Tax Rate				0.1693			0.2270		
Total Tax Rate				1.0900			1.1813		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.8220			0.8616		
Tier I Tax Rate				0.8220			0.8615		
Tier II Tax Rate (Enrichment Pennies)				0.0987			0.0928		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	$157,243		$49	$157,243		$49	$390,605,886		$78
Restricted Fund Balance	$1,034,485		$324	$2,141,556		$671	$24,753,496,577		$4,926

2021 - 2022 Actual Financial Data
Totals for SAN ELIZARIO ISD (071904)
Total Enrolled Membership: 3,190

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Committed Fund Balance	$0		$0	$0		$0	$4,412,645,483		$878
Assigned Fund Balance	$0		$0	$0		$0	$4,020,147,608		$800
Unassigned Fund Balance	$14,983,297		$4,697	$14,983,297		$4,697	$17,164,429,624		$3,416
Total Fund Balance**	$16,175,025		$5,071	$17,282,096		$5,418	$50,741,325,178		$10,098
Fund Balance Reconciliation									
2020-2021 Total Fund Balance (Previous Year)	$13,295,680		$4,169	$15,198,456		$4,766			
2021-2022 Excess (Deficiency) Operating Expenditures	$0		$0	$0		$0	$-7,094,836,097		$-1,412
2021-2022 Excess (Deficiency) Non-Operating Expenditures	$0		$0	$0		$0	$13,356,331,866		$2,658
2021-2022 Uncommon Items	$2,879,345		$903	$2,083,640		$653			
2021-2022 Total Fund Balance	$16,175,025		$5,071	$17,282,096		$5,418			

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LORENZO LOYA PRI (071904102)
SAN ELIZARIO ISD

Total Enrolled Membership: 236

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$2,237,359	100.00%	$9,480	$2,944,270	100.00%	$12,476
Operating-Payroll	$1,955,366	87.40%	$8,285	$2,439,683	82.86%	$10,338
Other Operating	$281,993	12.60%	$1,195	$504,587	17.14%	$2,138
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$2,237,359	100.00%	$9,480	$2,944,270	100.00%	$12,476
Instruction (11,95) *	$1,428,976	63.87%	$6,055	$1,904,470	64.68%	$8,070
Instructional Res/Media (12) *	$44,653	2.00%	$189	$49,508	1.68%	$210
Curriculum/Staff Develop (13) *	$11,960	0.53%	$51	$58,070	1.97%	$246
Instructional Leadership (21) *	$52,459	2.34%	$222	$52,459	1.78%	$222
School Leadership (23) *	$194,045	8.67%	$822	$228,937	7.78%	$970
Guidance/Counseling Svcs (31) *	$45,317	2.03%	$192	$102,691	3.49%	$435
Social Work Services (32) *	$57,044	2.55%	$242	$57,044	1.94%	$242
Health Services (33) *	$19,952	0.89%	$85	$53,341	1.81%	$226
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$162,360	7.26%	$688	$169,532	5.76%	$718
Extracurricular (36) **	$0	0.00%	$0	$5,624	0.19%	$24
Plant Maint/Operation (51) **	$154,252	6.89%	$654	$167,486	5.69%	$710
Security/Monitoring (52) **	$66,300	2.96%	$281	$69,886	2.37%	$296

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LORENZO LOYA PRI (071904102)
SAN ELIZARIO ISD

Total Enrolled Membership: 236

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$2,237,359	100.00%	$9,480	$2,944,270	100.00%	$12,476
Regular	$3,420	0.15%	$14	$5,539	0.19%	$23
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$325,422	14.54%	$1,379	$348,254	11.83%	$1,476
State Compensatory ED	$71,525	3.20%	$303	$423,218	14.37%	$1,793
Bilingual	$41,364	1.85%	$175	$48,178	1.64%	$204
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$502,845	22.47%	$2,131	$666,692	22.64%	$2,825
Early Education Allotment	$909,871	40.67%	$3,855	$909,871	30.90%	$3,855
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$382,912	17.11%	$1,623	$542,518	18.43%	$2,299

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LORENZO LOYA PRI (071904102)
SAN ELIZARIO ISD

Total Enrolled Membership: 236

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR JOSEFA L SAMBRANO EL (071904103)
SAN ELIZARIO ISD

Total Enrolled Membership: 589

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$4,397,073	100.00%	$7,465	$5,600,349	100.00%	$9,508
Operating-Payroll	$3,691,254	83.95%	$6,267	$4,377,829	78.17%	$7,433
Other Operating	$705,819	16.05%	$1,198	$1,222,520	21.83%	$2,076
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$4,397,073	100.00%	$7,465	$5,600,349	100.00%	$9,508
Instruction (11,95) *	$2,918,715	66.38%	$4,955	$3,790,223	67.68%	$6,435
Instructional Res/Media (12) *	$52,295	1.19%	$89	$71,456	1.28%	$121
Curriculum/Staff Develop (13) *	$55,444	1.26%	$94	$233,516	4.17%	$396
Instructional Leadership (21) *	$111,021	2.52%	$188	$111,021	1.98%	$188
School Leadership (23) *	$319,102	7.26%	$542	$336,928	6.02%	$572
Guidance/Counseling Svcs (31) *	$141,307	3.21%	$240	$149,492	2.67%	$254
Social Work Services (32) *	$31,763	0.72%	$54	$31,763	0.57%	$54
Health Services (33) *	$85,738	1.95%	$146	$98,009	1.75%	$166
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$363,818	8.27%	$618	$379,186	6.77%	$644
Extracurricular (36) **	$531	0.01%	$1	$15,685	0.28%	$27
Plant Maint/Operation (51) **	$246,954	5.62%	$419	$270,064	4.82%	$459
Security/Monitoring (52) **	$67,377	1.53%	$114	$77,761	1.39%	$132

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR JOSEFA L SAMBRANO EL (071904103)
SAN ELIZARIO ISD

Total Enrolled Membership: 589

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$4,397,073	100.00%	$7,465	$5,600,349	100.00%	$9,508
Regular	$2,654,007	60.36%	$4,506	$2,939,786	52.49%	$4,991
Gifted & Talented	$3,741	0.09%	$6	$3,741	0.07%	$6
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$615,094	13.99%	$1,044	$742,288	13.25%	$1,260
State Compensatory ED	$148,062	3.37%	$251	$789,759	14.10%	$1,341
Bilingual	$118,959	2.71%	$202	$143,056	2.55%	$243
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$176,530	4.01%	$300	$176,530	3.15%	$300
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$680,680	15.48%	$1,156	$805,189	14.38%	$1,367

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR JOSEFA L SAMBRANO EL (071904103)
SAN ELIZARIO ISD

Total Enrolled Membership: 589

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR L G ALARCON EL (071904101)
SAN ELIZARIO ISD

Total Enrolled Membership: 350

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$3,461,967	100.00%	$9,891	$4,439,944	100.00%	$12,686
Operating-Payroll	$2,951,914	85.27%	$8,434	$3,511,540	79.09%	$10,033
Other Operating	$503,204	14.54%	$1,438	$834,046	18.79%	$2,383
Non-Operating(Equipt/Supplies)	$6,849	0.20%	$20	$94,358	2.13%	$270
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$3,455,118	100.00%	$9,872	$4,345,586	100.00%	$12,416
Instruction (11,95) *	$2,130,828	61.67%	$6,088	$2,779,161	63.95%	$7,940
Instructional Res/Media (12) *	$65,445	1.89%	$187	$78,598	1.81%	$225
Curriculum/Staff Develop (13) *	$39,909	1.16%	$114	$149,656	3.44%	$428
Instructional Leadership (21) *	$78,974	2.29%	$226	$78,974	1.82%	$226
School Leadership (23) *	$309,182	8.95%	$883	$323,525	7.44%	$924
Guidance/Counseling Svcs (31) *	$148,865	4.31%	$425	$153,668	3.54%	$439
Social Work Services (32) *	$29,045	0.84%	$83	$29,045	0.67%	$83
Health Services (33) *	$52,575	1.52%	$150	$63,504	1.46%	$181
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$313,050	9.06%	$894	$330,467	7.60%	$944
Extracurricular (36) **	$2,882	0.08%	$8	$20,309	0.47%	$58
Plant Maint/Operation (51) **	$222,537	6.44%	$636	$241,607	5.56%	$690
Security/Monitoring (52) **	$61,826	1.79%	$177	$66,436	1.53%	$190

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR L G ALARCON EL (071904101)
SAN ELIZARIO ISD

Total Enrolled Membership: 350

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$3,455,118	100.00%	$9,872	$4,345,586	100.00%	$12,416
Regular	$2,177,961	63.04%	$6,223	$2,362,748	54.37%	$6,751
Gifted & Talented	$8,106	0.23%	$23	$8,106	0.19%	$23
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$465,704	13.48%	$1,331	$533,253	12.27%	$1,524
State Compensatory ED	$114,911	3.33%	$328	$626,570	14.42%	$1,790
Bilingual	$79,324	2.30%	$227	$108,329	2.49%	$310
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$8,817	0.26%	$25	$8,817	0.20%	$25
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$600,295	17.37%	$1,715	$697,763	16.06%	$1,994

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR L G ALARCON EL (071904101)
SAN ELIZARIO ISD

Total Enrolled Membership: 350

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ALFONSO BORREGO SR EL (071904104)
SAN ELIZARIO ISD

Total Enrolled Membership: 463

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$3,942,359	100.00%	$8,515	$5,305,136	100.00%	$11,458
Operating-Payroll	$3,360,554	85.24%	$7,258	$4,168,280	78.57%	$9,003
Other Operating	$581,805	14.76%	$1,257	$1,136,856	21.43%	$2,455
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$3,942,359	100.00%	$8,515	$5,305,136	100.00%	$11,458
Instruction (11,95) *	$2,503,382	63.50%	$5,407	$3,616,136	68.16%	$7,810
Instructional Res/Media (12) *	$80,958	2.05%	$175	$106,116	2.00%	$229
Curriculum/Staff Develop (13) *	$23,490	0.60%	$51	$123,376	2.33%	$266
Instructional Leadership (21) *	$111,281	2.82%	$240	$111,281	2.10%	$240
School Leadership (23) *	$328,285	8.33%	$709	$343,340	6.47%	$742
Guidance/Counseling Svcs (31) *	$176,735	4.48%	$382	$182,304	3.44%	$394
Social Work Services (32) *	$30,153	0.76%	$65	$30,153	0.57%	$65
Health Services (33) *	$88,595	2.25%	$191	$95,459	1.80%	$206
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$325,599	8.26%	$703	$347,114	6.54%	$750
Extracurricular (36) **	$5,695	0.14%	$12	$26,066	0.49%	$56
Plant Maint/Operation (51) **	$229,630	5.82%	$496	$248,588	4.69%	$537
Security/Monitoring (52) **	$38,104	0.97%	$82	$40,665	0.77%	$88

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ALFONSO BORREGO SR EL (071904104)
SAN ELIZARIO ISD

Total Enrolled Membership: 463

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$3,942,359	100.00%	$8,515	$5,305,136	100.00%	$11,458
Regular	$2,192,920	55.62%	$4,736	$2,425,780	45.73%	$5,239
Gifted & Talented	$9,734	0.25%	$21	$9,734	0.18%	$21
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$896,656	22.74%	$1,937	$1,123,238	21.17%	$2,426
State Compensatory ED	$134,903	3.42%	$291	$898,835	16.94%	$1,941
Bilingual	$100,215	2.54%	$216	$136,225	2.57%	$294
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$8,765	0.22%	$19	$8,765	0.17%	$19
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$599,166	15.20%	$1,294	$702,559	13.24%	$1,517

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ALFONSO BORREGO SR EL (071904104)
SAN ELIZARIO ISD

Total Enrolled Membership: 463

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ANN M GARCIA-ENRIQUEZ MIDDLE (071904041)
SAN ELIZARIO ISD

Total Enrolled Membership: 519

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$4,756,561	100.00%	$9,165	$5,832,577	100.00%	$11,238
Operating-Payroll	$3,996,640	84.02%	$7,701	$4,622,471	79.25%	$8,906
Other Operating	$759,921	15.98%	$1,464	$1,158,888	19.87%	$2,233
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$51,218	0.88%	$99
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$4,756,561	100.00%	$9,165	$5,781,359	100.00%	$11,139
Instruction (11,95) *	$2,892,539	60.81%	$5,573	$3,532,381	61.10%	$6,806
Instructional Res/Media (12) *	$83,917	1.76%	$162	$87,754	1.52%	$169
Curriculum/Staff Develop (13) *	$42,615	0.90%	$82	$215,192	3.72%	$415
Instructional Leadership (21) *	$116,244	2.44%	$224	$116,244	2.01%	$224
School Leadership (23) *	$332,979	7.00%	$642	$433,546	7.50%	$835
Guidance/Counseling Svcs (31) *	$252,027	5.30%	$486	$257,150	4.45%	$495
Social Work Services (32) *	$59,510	1.25%	$115	$59,510	1.03%	$115
Health Services (33) *	$61,257	1.29%	$118	$74,211	1.28%	$143
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$326,140	6.86%	$628	$337,410	5.84%	$650
Extracurricular (36) **	$122,498	2.58%	$236	$136,958	2.37%	$264
Plant Maint/Operation (51) **	$390,734	8.21%	$753	$418,456	7.24%	$806
Security/Monitoring (52) **	$75,101	1.58%	$145	$80,736	1.40%	$156

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ANN M GARCIA-ENRIQUEZ MIDDLE (071904041)
SAN ELIZARIO ISD

Total Enrolled Membership: 519

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$4,756,561	100.00%	$9,165	$5,781,359	100.00%	$11,139
Regular	$2,002,194	42.09%	$3,858	$2,173,179	37.59%	$4,187
Gifted & Talented	$31,454	0.66%	$61	$31,454	0.54%	$61
Career & Technical	$120,999	2.54%	$233	$120,999	2.09%	$233
Students with Disabilities	$604,957	12.72%	$1,166	$632,910	10.95%	$1,219
State Compensatory ED	$914,240	19.22%	$1,762	$1,531,934	26.50%	$2,952
Bilingual	$167,244	3.52%	$322	$185,207	3.20%	$357
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$92,111	1.94%	$177	$93,301	1.61%	$180
Un-Allocated	$823,362	17.31%	$1,586	$1,012,375	17.51%	$1,951

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ANN M GARCIA-ENRIQUEZ MIDDLE (071904041)
SAN ELIZARIO ISD

Total Enrolled Membership: 519

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SAN ELIZARIO H S (071904001)
SAN ELIZARIO ISD

Total Enrolled Membership: 1,033

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$9,104,980	100.00%	$8,814	$11,052,957	100.00%	$10,700
Operating-Payroll	$6,854,472	75.28%	$6,636	$7,719,739	69.84%	$7,473
Other Operating	$2,046,069	22.47%	$1,981	$3,001,949	27.16%	$2,906
Non-Operating(Equipt/Supplies)	$204,439	2.25%	$198	$331,269	3.00%	$321
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$8,900,541	100.00%	$8,616	$10,721,688	100.00%	$10,379
Instruction (11,95) *	$5,248,963	58.97%	$5,081	$6,711,997	62.60%	$6,498
Instructional Res/Media (12) *	$63,504	0.71%	$61	$71,589	0.67%	$69
Curriculum/Staff Develop (13) *	$51,859	0.58%	$50	$151,193	1.41%	$146
Instructional Leadership (21) *	$257,674	2.90%	$249	$257,674	2.40%	$249
School Leadership (23) *	$597,105	6.71%	$578	$642,632	5.99%	$622
Guidance/Counseling Svcs (31) *	$449,498	5.05%	$435	$495,574	4.62%	$480
Social Work Services (32) *	$38,418	0.43%	$37	$38,418	0.36%	$37
Health Services (33) *	$91,976	1.03%	$89	$96,873	0.90%	$94
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$623,761	7.01%	$604	$652,959	6.09%	$632
Extracurricular (36) **	$649,035	7.29%	$628	$696,558	6.50%	$674
Plant Maint/Operation (51) **	$737,111	8.28%	$714	$777,125	7.25%	$752
Security/Monitoring (52) **	$90,985	1.02%	$88	$97,134	0.91%	$94

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SAN ELIZARIO H S (071904001)
SAN ELIZARIO ISD

Total Enrolled Membership: 1,033

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$8,900,541	100.00%	$8,616	$10,721,688	100.00%	$10,379
Regular	$2,874,584	32.30%	$2,783	$3,167,353	29.54%	$3,066
Gifted & Talented	$11,129	0.13%	$11	$11,129	0.10%	$11
Career & Technical	$1,379,543	15.50%	$1,335	$1,379,543	12.87%	$1,335
Students with Disabilities	$1,038,019	11.66%	$1,005	$1,209,394	11.28%	$1,171
State Compensatory ED	$1,401,738	15.75%	$1,357	$2,481,156	23.14%	$2,402
Bilingual	$71,336	0.80%	$69	$121,130	1.13%	$117
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$22,648	0.25%	$22	$22,648	0.21%	$22
Athletic Programming	$590,998	6.64%	$572	$610,054	5.69%	$591
Un-Allocated	$1,510,546	16.97%	$1,462	$1,719,281	16.04%	$1,664

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SAN ELIZARIO H S (071904001)
SAN ELIZARIO ISD

Total Enrolled Membership: 1,033

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Section 3:
2022-2023
District Accreditation Status

2022-2023 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2022-2023 Accreditation Status | Reason For Status | Notes

Show 100 entries

Search: 071904

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
071904	SAN ELIZARIO ISD	19	A - Superior Achievement	B	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,206 total entries)

Previous 1 Next

© Copyright 2007-2020 Texas Education Agency (TEA). All Rights Reserved.

Section 4:
Campus Performance Objectives (2022-2023 Campus Improvement Plans)

San Elizario Independent School District

District Improvement Plan

2022-2023 Goals/Performance Objectives/Strategies

Mission Statement

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, and employing and retaining a quality staff so that San Elizario ISD is a proud, innovative, and academically superior district.

Vision

“San Elizario ISD: A Proud Community of Champions—Soaring to Excellence!”

District Motto

San Elizario ISD: Soaring to Excellence!

#mychoiceSEISD

Table of Contents

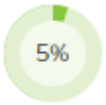
Goals 4
- Goal 1: To foster well-trained human capital in order to support student success and achievement. 4
- Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community. 8
- Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals. 52
- Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 71

Goals

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: The district will provide high-quality, ongoing professional development for campus teachers, leaders, other instructional personnel and support personnel on a wide variety of identified topics based on data, to include local and/or state required training.

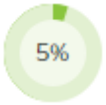
Evaluation Data Sources: Documentation of attendance at staff development sessions, evidence of professional development implementation, T-TESS evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide opportunities for (out of district or virtual) professional development conferences and/or training sessions, to include related travel, membership, and registration expenses. Opportunities provided will enrich content knowledge and varied TEKS for attendees. (Monthly) **Strategy's Expected Result/Impact:** Provide federal and state guidelines support and leadership to campus and district staff. Maintain current knowledge of changes to federal and state programs. Provide advisory assistance and support to district and campus staff. **Staff Responsible for Monitoring:** Federal and Special Programs Coordinator Planning and Instruction Department **Funding Sources:** Seidlitz Education ($1,900) / GLAD / Bil IO Travel / TABE - 263: Title III, Part A English Language Acq. - 263.13.6411.00.805.25 - $6,680, Out of town or virtual conferences for IOs - 211: Title I, Part A Improving Basic Programs - 211.13.6411.06.802.30 - $11,375, R19 Sessions for IOs - 211: Title I, Part A Improving Basic Programs - 211.13.6239.06.802.30 - $1,125, Texas Assessment Conference--Administrator Research and Evaluation - 199: General, Basic, Travel & Subsistence - 211: Title I, Part A Improving Basic Programs - 211.13.6411.06.802.30 - $4,837.50, Out of town or virtual conferences for Inst Prog Admin - 211: Title I, Part A Improving Basic Programs - 211.21.6411.06.802.30 - $0, ACET Conference - 199: General, Basic - 199.21.6411.12.814.99 - $1,500, Misc. Contracted Services - 211: Title I, Part A Improving Basic Programs - 211.13.6299.06.802.30 - $3,100, R19 Sessions - 211: Title I, Part A Improving Basic Programs - 211.13.6239.06.802.30 - $384, Dual Lang Online Trainings - 263: Title III, Part A English Language Acq. - 263.13.6411.00.805.25 - $525				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide opportunities for (within district) professional development conferences and/or training sessions; to include relevant consultant services, supplies, stipends, extra duty pay, technology, light refreshments and beverages, working meals, etc. as needed. (Monthly) **Strategy's Expected Result/Impact:** Improved job performance for stakeholders by providing necessary training. **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs Planning and Instruction Staff **Funding Sources:** Dr. Jose Medina- Online training - 263: Title III, Part A English Language Acq. - 263.13.6411.00.805.25 - $5,700, Seidlitz-Small Moves, Big Gains - 211: Title I, Part A Improving Basic Programs - 211.13.6411.06.802.30 - $4,412.50, General Supplies -L4W Mentor/FYTA Books - 211: Title I, Part A Improving Basic Programs - 211.13.6399.06.802.30 - $566	5%	10%	45%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide required professional development for Gifted and Talented and other areas of need via EduHero and TAGT On Demand via Responsive Learning. Provide the Administrator for Research and Evaluation the hardware, software, and basic supplies to coordinate the district's Gifted and Talented (GT) program. (Monthly) **Strategy's Expected Result/Impact:** Compliance with legal requirements for GT as per the Texas State Plan for the Education of GT Students. **Staff Responsible for Monitoring:** Administrator of Research and Evaluation **Funding Sources:** Laptop for Administrator Research and Evaluation - 199: General, Gifted & Talented - 199.21.6395.00.806.21 - $1,376	5%	15%	40%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Perkins V (Pt2.3): Provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs. Trainings may include but are not limited to: Annual Regional CTE Conference Annual State CTE Conference Annual PLTW Conference Appropriate use of technology in CTE courses/programs (Monthly) **Strategy's Expected Result/Impact:** Improved job performance for stakeholders by providing necessary training. **Staff Responsible for Monitoring:** Career & Technical Education Administrator Campus Administration	5%	5%	10%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: To continue training Human Resources Personnel to stay up-to-date on employment law, certification updates, and other training opportunities to include but not limited to: TASA TASBO Region 19 TEA (Monthly) **Strategy's Expected Result/Impact:** To ensure compliance at all levels within Human Resources. **Staff Responsible for Monitoring:** Human Resources Staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 2: SEISD will hire teachers who are certified within their field of teaching and who meet the district's definition of a highly qualified teacher.

Evaluation Data Sources: Human Resources employment records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD provides monetary stipends for qualified, certified applicants who possess certification in areas of need. (Yearly) **Strategy's Expected Result/Impact:** Highly qualified teachers will be hired to fill positions in areas of need. **Staff Responsible for Monitoring:** Human Resources Staff Finance Department Staff Campus Administrators	5%	10%	15%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will support the "First Year Teacher Academy" and the "Mentor Academy" to prepare new teachers and their mentors, with the goal being retention of new teachers. (Yearly) **Strategy's Expected Result/Impact:** Adequately train and support new teachers and their mentors. **Staff Responsible for Monitoring:** Planning and Instruction Department, Campus Principals **Funding Sources:** Mentor Stipends - 211: Title I, Part A Improving Basic Programs - 211.13.6118.06.802.30 - $10,200	10%	15%	20%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

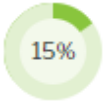
Performance Objective 1: Student Outcome Goal 1:

Student Mathematics performance on the STAAR/EOC in grades 3-12 will increase annually from 2022-2023 through 2023-2024 at the Approaches, Meets, and Master's Levels as indicated below:

2022-2023:
Approaches: 48%
Meets: 18%
Masters: 7%

2023-2024:
Approaches: 51%
Meets: 20%
Masters: 9%

Evaluation Data Sources: STAAR/ EOC score reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will provide support, resources, and training for Sharon Wells Math at grades 2-5 and for the Guided Math Framework at grades K-1 (Weekly). **Strategy's Expected Result/Impact:** Mastery of mathematics TEKS in Grades K-5. **Staff Responsible for Monitoring:** Instructional Officers Instructional Specialists Principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 2: Goal Progress Measure (GPM) 1.1:

Student Mathematics performance in Grades Pre-K through 2nd will increase from 2022-2023 through 2023-2024 as measured by the IStation Mathematics Ability Index. Performance at the Approaches, Meets, and Master's Levels will increase annually as indicated below.

2022-2023:
Approaches: 31%
Meets: 27%
Masters: 17%

2023-2024:
Approaches: 34%
Meets: 30%
Masters: 20%

Evaluation Data Sources: IStation reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will support the implementation of IStation math at the primary and elementary campuses. (Weekly) **Strategy's Expected Result/Impact:** Improved mastery of mathematics TEKS **Staff Responsible for Monitoring:** Instructional Officers	10%	20%	35%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 3: Goal Progress Measure (GPM) 1.2:
Student Mathematics performance on the MAP Assessments in 3rd Grade Math will increase annually from 2022-2023 (baseline) through 2023-2024 at the Approaches, Meets, and Master's levels as indicated in the list below.

2022-2023 (Baseline)
Approaches: TBD
Meets: TBD
Masters: TBD

2023-2024:
Approaches: TBD
Meets: TBD
Masters: TBD

Evaluation Data Sources: MAP Assessment Scores

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

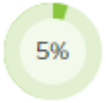
Performance Objective 4: Goal Progress Measure (GPM) 1.3:

Student Mathematics performance on the MAP Assessments in 8th Grade Math will increase annually from 2022-2023 (baseline) through 2023-2024 at the Approaches, Meets, and Master's levels as indicated in the list below.

2022-2023 (Baseline):
Approaches: TBD
Meets: TBD
Masters: TBD

2023-2024:
Approaches: TBD
Meets: TBD
Masters: TBD

Evaluation Data Sources: MAP Assessment Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: GEMS employs varied techniques to improve 8th grade Mathematics that include: Gear Up Tutor, high yield instructional strategies, modeling of quality instruction via instructional coaching, increased enrollment in honors classes, and classroom observations. (Weekly) **Strategy's Expected Result/Impact:** Improvement of 8th grade math scores **Staff Responsible for Monitoring:** High School Administration P & I Staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: Goal Progress Measure (GPM) 1.4:

Student Mathematics performance on the MAP Assessments in High School Algebra I will increase annually from 2022-2023 (baseline) through 2023-2024 at the Approaches, Meets, and Master's levels as indicated in the list below:

2022-2023 (Baseline):
Approaches: TBD
Meets: TBD
Masters: TBD

2023-2024:
Approaches: TBD
Meets: TBD
Masters: TBD

Evaluation Data Sources: MAP Assessment Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEHS will employ strategies for improvement in mathematics performance to include: Professional development, TEKS disaggregation and unpacking, prescriptive scheduling, EOC labs, frequent and targeted tutoring, analysis of incoming freshmen mathematics performance, and benchmark scores to determine 9th grade math placement. (Weekly) **Strategy's Expected Result/Impact:** Improvement in high school Algebra mathematics scores. **Staff Responsible for Monitoring:** High School Administration P & I Staff	5%	20%	50%	→

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: Student Outcome Goal 2:

Student Reading performance on the STAAR/EOC in grades 3-12 will increase annually from 2020-2021 through 2023-2024 at the Approaches, Meets, and Master's Levels as indicated below:

2022-2023:
Approaches: 56%
Meets: 30%
Masters: 9%

2023-2024:
Approaches: 59%
Meets: 32%
Masters: 11%

Evaluation Data Sources: STAAR/EOC score reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will use K-2 reading diagnostic tools such as IStation, DRA/EDL, and other such software. (Weekly) **Strategy's Expected Result/Impact:** Increased achievement in reading **Staff Responsible for Monitoring:** Instructional Officers Instructional Specialists Principals	5%	20%	40%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will provide state-adopted instructional resources, as well as other resources and materials, for RLA / SRLA that are aligned to the revised TEKS for students in grades K-12. (Monthly) **Strategy's Expected Result/Impact:** Students will learn reading and writing via TEKS-aligned resources in RLA / SRLA. **Staff Responsible for Monitoring:** Instructional Programs Administrator, Campus Principals	5%	20%	30%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: SEISD will employ 2 Instructional Officers at the district level to serve as follows: 1. Grades PPK-6 (Title II, Part A) 2. Grades 7-12 (Title II Part A) (2 FTE's) (Yearly) **Strategy's Expected Result/Impact:** Assist teachers in the alignment of instructional strategies with curriculum grade levels. **Staff Responsible for Monitoring:** Instructional Programs Administrator **Funding Sources:** Title II, Part A - Instructional Officers (2 FTEs) - 255 Title II, Part A Supporting Effective Instruct - 255.13.6119.00.802.24 - $215,228, Indirect Cost - 255 Title II, Part A Supporting Effective Instruct - 255.00.5929.01.000.00 - $10,101	25%	50%	55%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 7: Goal Progress Measure (GPM) 2.1:

Student Reading performance in Grades Pre-K through 2nd will increase from 2022-2023 through 2023-2024 as measured by the IStation Overall Reading Ability Index. Performance at the Approaches, Meets, and Master's Levels will increase annually as indicated below:

(ENGLISH)
2022-2023:
Approaches: 25%
Meets: 18%
Masters: 12%

2023-2024:
Approaches: 27%
Meets: 20%
Masters: 14%

(SPANISH)
2022-2023:
Approaches: 24%
Meets: 18%
Masters: 16%

2023-2024:
Approaches: 26%
Meets: 20%
Masters: 18%

Evaluation Data Sources: IStation reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will support the implementation of reading inventory tools such as IStation, and others, at the primary and elementary campuses. **Strategy's Expected Result/Impact:** Increased mastery of the reading TEKS **Staff Responsible for Monitoring:** Instructional Officers	5%	10%	25%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 8: Goal Progress Measure (GPM) 2.2:

Student Reading performance on the IStation Overall Reading Ability Index in 3rd Grade will increase annually from 2022-2023 through 2023-2024 at the Approaches, Meets, and Master's levels as indicated in the list below.

2022-2023:
Approaches: TBD
Meets: TBD
Masters: TBD

2023-2024:
Approaches: TBD
Meets: TBD
Masters: TBD

Evaluation Data Sources: IStation score reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: GEMS will employ techniques to improve 8th grade reading scores to include: PLC work with teachers on reading, modeling of quality reading instruction by instructional staff, increased honors classes in 7th grade reading, STAAR classes, iXL reading intervention program, TEKS-aligned reading workbooks, use of newly adopted reading instructional materials, IStation usage (Weekly). **Strategy's Expected Result/Impact:** Improvement in 8th grade reading scores. **Staff Responsible for Monitoring:** Principal Planning and Instruction Staff	10%	15%	25%	→

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 9: Goal Progress Measure (GPM) 2.3:

Student Reading performance on the MAP Assessment in 8th Grade will increase annually from 2022-2023 (baseline) through 2023-2024 at the Approaches, Meets, and Master's levels as indicated in the table below.

2022-2023 (Baseline):
Approaches: TBD
Meets: TBD
Masters: TBD

2023-2024:
Approaches: TBD
Meets: TBD
Masters: TBD

Evaluation Data Sources: MAP Assessment Score Reports

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 10: Goal Progress Measure (GPM) 2.4:

Student Reading performance on the MAP Assessments in high school English I and II will increase annually from 2022-2023 (baseline) through 2023-2024 at the Approaches, Meets, and Master's levels as indicated in the table below.

2022-2023 (Baseline):
Approaches: TBD
Meets: TBD
Masters: TBD

2023-2024:
Approaches: TBD
Meets: TBD
Masters: TBD

Evaluation Data Sources: MAP Assessment Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEHS will employ varying techniques in high school reading to include: English I Lab for extra support, lesson planning together via PLC's, unpacking TEKS for English I and II, pre-planning of 9 weeks' worth of reading lessons at the beginning of the year, extensive tutoring opportunities, Saturday school beginning in early fall, Gear-up partnership with Region 19/TEA to support SEHS with reading tutors (Weekly). **Strategy's Expected Result/Impact:** Improvement in reading scores in high school. **Staff Responsible for Monitoring:** High school Administration P & I Staff	5%	15%	25%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 11: All students will increase their proficiency in writing achievement during the 2022-2023 school year.

Evaluation Data Sources: Unit assessments and classroom activities featuring writing components.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide support for campus-based writing resources and activities, and encourage the inclusion of writing activities into lesson plans across all content areas and grade levels. (Weekly) **Strategy's Expected Result/Impact:** Increased writing achievement for all students. **Staff Responsible for Monitoring:** Instructional Officers Instructional Specialists Principals	5%	20%	30%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Support the implementation of various writing activities and resources such as Empowering Writers resources, writing conferences, and iXL. **Strategy's Expected Result/Impact:** Improvement in writing achievement. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialists Planning and Instruction staff	5%	10%	25%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: The District Literary Anthology will support writing in various genres in grades K-12 (Yearly). **Strategy's Expected Result/Impact:** Improvement in overall writing and communication skills. **Staff Responsible for Monitoring:** Campus Administrators Campus Coordinators District RLA Instructional Officers	5%	15%	25%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

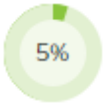
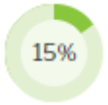
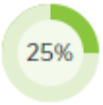
Performance Objective 12: All students will increase performance on STAAR / EOC Science for 2022-2023.

Grade 5 Science Targets:
Approaches--65%
Meets--30%
Masters--11%

Grade 8 Science Targets:
Approaches--70%
Meets--35%
Masters--17%

Biology Targets:
Approaches--68%
Meets--33%
Masters--6%

Evaluation Data Sources: STAAR / EOC Score Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will supplement science instruction with STEMscopes curriculum and lesson resources in grades PK-12. (Yearly) **Strategy's Expected Result/Impact:** Improved achievement in science. **Staff Responsible for Monitoring:** Instructional Officers Instructional Specialists Principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue a variety of STEM/STEAM initiatives at all campuses to include: STEM Expo, VEX Robotics, STEM/Dual Language, Makerspace, Coding Hackathon, District Science Fair, STEM Tank, E-STEM initiative, coding, elementary engineering labs, etc. Provide supplies, awards, and training as related to STEAM initiatives. (Monthly) **Strategy's Expected Result/Impact:** Increased interest in STEM fields of study post-secondary. **Staff Responsible for Monitoring:** Instructional Officer Campus Principals	5%	10%	20%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 13: All students will increase performance on STAAR/EOC Social Studies for 2022-2023.

Grade 8 Social Studies Targets:
Approaches--47%
Meets--15%
Masters--7%

U.S. History EOC Targets:
Approaches--85%
Meets--54%
Masters--24%

Evaluation Data Sources: STAAR / EOC Score Reports

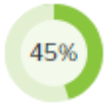
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Support K-12 Social studies by purchasing materials, consultant services, offering necessary training, providing 7th and 8th grade honors classes, problem-based learning activities, iXL program usage, district-adopted instructional resources. (Monthly) **Strategy's Expected Result/Impact:** Increased Social Studies achievement. **Staff Responsible for Monitoring:** Planning and Instruction Staff Principal	5%	10%	15%	→

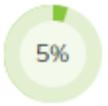
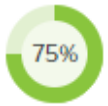
0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

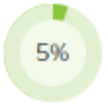
Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 14: Migrant, Foster Care, At-Risk, Transition, and Homeless students will be supported socially, emotionally, physically, and academically with a variety of programs, services, and interventions.

Evaluation Data Sources: Migrant, Foster Care, and Homeless statistics related to STAAR/EOC and / or benchmark performance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will provide support services to migrant, homeless, foster care, and transition students including, but not limited to: School supplies, materials, technology equipment, clothing, tennis shoes, vision screening, dental screening, personal hygiene items, immunizations, and transportation. Public notices will be distributed as needed for these populations. (Daily) **Strategy's Expected Result/Impact:** Improved physical and academic well-being of identified students. **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs Social Workers Migrant Clerk **Funding Sources:** Supplies for Migrant Students - 212: Title I, Part C Migrant - 212.11.6399.00.818.24 - $8,565, Technology Equipment - Homeless Students - 211: Title I, Part A Improving Basic Programs - 211.11.6395.07.814.30 , General Supplies - Homeless Students - 211: Title I, Part A Improving Basic Programs - 211.11.6399.07.814.30 - $11,538.75, Foster Care Transportation - 211: Title I, Part A Improving Basic Programs - 211.11.6494.10.814.30 - $1,000, Professional Services - Homeless Basic Medical Services - 211: Title I, Part A Improving Basic Programs - 211.33.6219.07.814.30 - $0, General Supplies - Homeless (glasses & lenses) - 211: Title I, Part A Improving Basic Programs - 211.33.6399.07.814.30 - $0, Refreshments for Parent Meetings. - 212: Title I, Part C Migrant - 212.61.6497.00.818.24 - $160, Supplies & Materials - 212: Title I, Part C Migrant - 212.21.6399.00.818.24 - $103, Reading Materials (TEHCY students) - 206 Texas Education Homeless Children and Youth Pr - 206.11.632903.814.30 - $8,558, Employee Travel - 206 Texas Education Homeless Children and Youth Pr - 206.21.6411.03.814.24 - $1,050, Indirect Cost - 212: Title I, Part C Migrant - 212.00.5929.01.000.00 - $2,007, ESC Region19 - 212: Title I, Part C Migrant - 212.21.6239.00.818.24 - $130, Recruiter Mileage - 212: Title I, Part C Migrant - 212.21.6411.00.818.24 - $240, Employee Travel - 206 Texas Education Homeless Children and Youth Pr - 206.32.6411.03.814.24 - $450				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will support attendance at the Annual MENTE Symposium, Regional trainings, and the Migrant Graduation Summit. (Yearly) **Strategy's Expected Result/Impact:** Improved physical and academic well-being of migrant students. **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs Migrant Clerk **Funding Sources:** Student Travel Annual MENTE Symposium - Migrant - 212: Title I, Part C Migrant - 212.11.6412.00.818.24 - $700, Student Travel - MENTE Symposium & Student Leadership Day - Homeless - 211: Title I, Part A Improving Basic Programs - 211.11.6412.07.814.30 - $800, Transportation Middle School Retreat& Student Leadership Day - Homeless - 211: Title I, Part A Improving Basic Programs - 211.11.6494.07.814.30 - $161.25, Transportation Middle School Retreat -Migrant - 212: Title I, Part C Migrant - 212.11.6494.00.818.24 - $161.25, Graduation Summit - Parents - 212: Title I, Part C Migrant - 212.61.6419.00.818.24 - $780, Regional Trainings and Graduation Summit - Staff - 212: Title I, Part C Migrant - 212.21.6239.00.818.24 - $80, Graduation Summit Students - 212: Title I, Part C Migrant - 212.11.6412.00.818.24 - $85, Regional PAC Members Trainining & Region 19 - 212: Title I, Part C Migrant - 212.61.6239.00.818.24 - $520, Food Purchase - Summer program snacks & refreshments - 212: Title I, Part C Migrant - 212.11.6497.48.818.24 - $302.75				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: SEISD will conduct a Migrant Supplemental Summer Program for reading, mathematics, and/or science for identified grade levels, as well as Project SMART and Creative Kids Program. (Yearly) **Strategy's Expected Result/Impact:** Improved physical and academic well-being of migrant students. **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs Migrant Clerk Social Workers Principals **Funding Sources:** Extra Duty Pay (Teacher) Summer Program - 212: Title I, Part C Migrant - 212.11.6117.48.818.24 - $4,276, Reading Materials Summer Program - 212: Title I, Part C Migrant - 212.11.6329.48.818.24 - $50, Supplies for Summer Program - 212: Title I, Part C Migrant - 212.11.6399.48.818.24 - $1,150, Reclassified Transporttion - 212: Title I, Part C Migrant - 212.11.6494.48.818.24 - $1,491, Miscllaneouse Operating costs - 212: Title I, Part C Migrant - 212.11.6497.48.818.24 - $302.75, Student Travel - Student Fees - 212: Title I, Part C Migrant - 212.11.6412.48.818.24 - $4,200, Enrichment program Art Class - Migrant students - 199: General, Basic - 199.11.6412.00.814.30 - $520		N/A	N/A	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: SEISD will provide supplemental virtual (Google classroom) classroom-within-a-classroom and/or one-on-one or small group tutoring, as well as homework assistance, for all at-risk migrant and/or transition students as needed through the McKinney-Vento Sub grant (Texas Education for Homeless Children and Youth--TECHY). (Daily) **Strategy's Expected Result/Impact:** Improved academic achievement of migrant and/or transition students. **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs Migrant Clerk Social Workers Principals	35%	45%	50%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide Foster Care students transportation and/or academic support and interventions as needed. (Daily) **Strategy's Expected Result/Impact:** Improved academic achievement of Foster Care students. **Staff Responsible for Monitoring:** Social Workers	30%	45%	55%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Refer At-Risk students to government agencies and community service organizations as needed, and address counseling issues for At-Risk students. (Daily) **Strategy's Expected Result/Impact:** Improved academic achievement for At-Risk students. **Staff Responsible for Monitoring:** Social Workers Counselors	35%	45%	60%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Coordinate efforts between SEISD schools, the Foster Care parents, and/or Child Protective Services (CPS) to participate in making educational decisions for Foster Care students to include Special Education services. (Daily) **Strategy's Expected Result/Impact:** Improved physical and academic well-being for Foster Care students. **Staff Responsible for Monitoring:** Social Workers Director of Special Education Principals	35%	45%	55%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Employ a NGS/Clerk Migrant Recruiter to notify, recruit, and provide services to migrant children and youth including annual residency verification as well as other identification and recruitment (ID & R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students. Including supplemental classroom with in a classroom support. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Improvement in services provided to Migrant Students **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs **Funding Sources:** Title I, Part C-Migrant Recruiter/NGS Clerk - Split funded - 212: Title I, Part C Migrant - 212.21.6129.00.818.24 - $30,605	35%	50%	65%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Employ two District Social Workers (2 FTE's) to identify and assist students who are struggling in social, emotional, or academic settings. (Daily/Yearly) **Strategy's Expected Result/Impact:** Increased well-being of identified students. **Staff Responsible for Monitoring:** Associate Superintendent	35%	45%	55%	100%

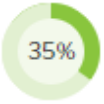
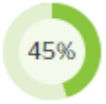
Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Offer informational meetings to Migrant Education (MEP) Parents and opportunities on how to achieve improved student success. Provide refreshments and all needed materials for these meetings. (Bi-Monthly) **Strategy's Expected Result/Impact:** Increased parental participation. **Staff Responsible for Monitoring:** Coordinator of Federal and State Programs Migrant Clerk	35%	45%	65%	100%

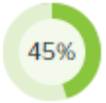
0% No Progress 100% Accomplished Continue/Modify Discontinue

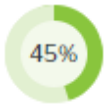
Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

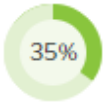
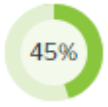
Performance Objective 15: Parent and Community Involvement will continue to increase in SEISD, in all aspects of the educational environment.

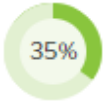
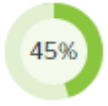
Evaluation Data Sources: Documentation of parental attendance at district and campus classes, trainings, and meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will employ a Title I District Parent Liaison to provide information and assistance to parents. (1 FTE) (Daily/Yearly) **Strategy's Expected Result/Impact:** Increased parental engagement. **Staff Responsible for Monitoring:** Associate Superintendent **Funding Sources:** Title I, Part A -District Parent Liaison (1 FTE) Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.61.6129.01.814.30 - $52,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide opportunities for parents to attend virtual, state, or local conferences, workshops, and events like the Parental Engagement Conference. (Monthly) **Strategy's Expected Result/Impact:** Increased parental engagement. **Staff Responsible for Monitoring:** District Parent Liaison **Funding Sources:** Employee Travel - District Parent Liaison (Regional & statewide conference) - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.814.30 - $803.98, Reclassified Transportation - Regional Conference - 211: Title I, Part A Improving Basic Programs - 211.61.6494.01.814.30 - $1.25, Travel Non-Employees - 211: Title I, Part A Improving Basic Programs - 211.61.6419.01.814.30 - $32.75, Regional Trainings - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.814.30, Materials for Reading Carnival - 199: General, Basic - 199.61.6497.00.814.99 - $500, Materials for Reading Carnival - 199: General, Basic - 199.61.6499.00.814.99 - $400				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide informational meetings and workshops (within district) to parents on a wide variety of topics to include parents of all student sub-populations. Provide refreshments, reading materials, and supplies for these meetings and the Reading Carnival. (Monthly) **Strategy's Expected Result/Impact:** Increased parental engagement. **Staff Responsible for Monitoring:** District Parent Liaison **Funding Sources:** ESC Region 19 - Parental Engagement - 211: Title I, Part A Improving Basic Programs - 211.61.6299.01.814.30, Misc. Contracted Services - Zoila the Zebra Reading Carnival. - 211: Title I, Part A Improving Basic Programs - 211.61.6299.01.814.30 - $500, Reading Materials - Parental Engagement & Reading Carnival - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.814.30 - $3,266, Software/Site License - Practical Parent Eduation - 211: Title I, Part A Improving Basic Programs - 211.61.6396.01.814.30 - $118, General Supplies - Parental Engagement - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.814.30 - $1,294.02, Food Purchases - Parental Engagement Refreshments - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.814.30 - $1,284 , Reading Materials - 263: Title III, Part A English Language Acq. - 263.61.6329.00.805.25 - $1,000, Food Purchases - 263: Title III, Part A English Language Acq. - 263.61.6499.01.805.25 - $300, Furniture & Equipment - 211: Title I, Part A Improving Basic Programs - 211.61.6398.01.814.30, General Supplies - 263: Title III, Part A English Language Acq. - 263.61.6399.01.805.25 - $195, General Supplies - Rollover funds - 211: Title I, Part A Improving Basic Programs - 211.61.6399.11.814.30 - $719.33, Misc. Operating Expenses (Supplies & Materials for Reading Carnival) - 199: General, Basic - 199.61.6499.00.814.99 - $800				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide relevant information to parents via a variety of means (print, web, newsletters, flyers, School Messenger system, notices, etc.). (Monthly) **Strategy's Expected Result/Impact:** Increased parental engagement. **Staff Responsible for Monitoring:** District Parent Liaison Technology Department				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Enhance communications between parents, campus administration, and central office personnel via the Parent Portal. (Weekly) **Strategy's Expected Result/Impact:** Increased parental engagement. **Staff Responsible for Monitoring:** District Parent Liaison				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: SEISD will recognize exemplary employees, students, parents, and community members. (Monthly) **Strategy's Expected Result/Impact:** Increased morale **Staff Responsible for Monitoring:** Technology Department Human Resources Department	35%	45%	65%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: SEISD will continue to train and support Volunteers by providing the Volunteer Handbook, as well as hosting the annual Volunteer Luncheon. (Yearly) **Strategy's Expected Result/Impact:** Increased number of volunteers. **Staff Responsible for Monitoring:** District Parent Liaison Human Resources Department	35%	45%	50%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Inform parents of district policies by conducting required annual meetings regarding Title I Part A program requirements. (Yearly) **Strategy's Expected Result/Impact:** Increased parental awareness. **Staff Responsible for Monitoring:** Coordinator of State and Federal Programs	40%	75%	85%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: SEISD will provide support to military connected families. (weekly) **Strategy's Expected Result/Impact:** Increased support for military connected families and their specific needs. **Staff Responsible for Monitoring:** District Parent Liaison Human Resources Department Social Workers Campus Administrators	30%	45%	55%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: The District Literary Anthology will support the home/school connection to promote writing. **Strategy's Expected Result/Impact:** Community engagement/participation to promote writing between home and school. **Staff Responsible for Monitoring:** Campus Administrators Campus Coordinators Parent Liaisons District RLA Instructional Officers	10%	15%	25%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 16: The Gifted and Talented (GT) program will be supported in terms of identification and assessment, service design and delivery, family and community involvement, professional development, and curriculum and instruction in order to meet guidelines in the Texas State Plan for the Education of G/T Students.

Evaluation Data Sources: PEIMS Data
District GT Manual
GT Annual Program Evaluation

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will provide GT Family activities at least 4 times per year available to all GT students and their families to supplement GT services during the school day. (Monthly) **Strategy's Expected Result/Impact:** Increased family engagement for GT students. **Staff Responsible for Monitoring:** Administrator of Research and Evaluation Campus GT Coordinator(s) Principals	5%	25%	50%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will conduct annual GT program evaluation activities to include family and community involvement. (Yearly) **Strategy's Expected Result/Impact:** Continual improvement in GT program services. **Staff Responsible for Monitoring:** Administrator--Research and Evaluation	5%	20%	40%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 17: Emergent Bilingual (EB) students will be supported in all areas of curriculum, instruction, and assessment in order to increase academic achievement in all areas.

Evaluation Data Sources: STAAR / EOC Scores
Benchmark Scores
TELPAS Scores
LPAC Committee Findings

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Continue to implement the use of various survey instruments for initial Bilingual/ESL program identification and placement, such as Pre-LAS and LAS assessments. (Yearly) **Strategy's Expected Result/Impact:** Accurate student placement into services. **Staff Responsible for Monitoring:** Campus Principals Instructional Programs Administrator	5%	15%	30%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Monitor Language Proficiency Assessment Committee (LPAC) process and documentation, to include audit of files through usage of LPAC software (eSTAR from Frontline Education). (Yearly) **Strategy's Expected Result/Impact:** Improved accuracy in record-keeping. **Staff Responsible for Monitoring:** Principals Assistant Principals Coordinator of Instructional Programs	5%	20%	30%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Utilize the Bilingual/English as a Second Language (BED/ESL) Program Evaluation to address current accountability measures and adjustments needed to enhance district BED/ESL programs. (Yearly) **Strategy's Expected Result/Impact:** Ongoing program improvements due to evaluation results. **Staff Responsible for Monitoring:** Principals Instructional Programs Administrator	5%	10%	20%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Monitor district Bilingual/English as a Second Language (ESL) programs and student performance to ensure proper program implementation. (Weekly) **Strategy's Expected Result/Impact:** Improved program services and improved student performance. **Staff Responsible for Monitoring:** Principals Instructional Programs Administrator	5%	10%	20%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide support and resources for teachers seeking to obtain Bilingual/ESL Supplemental Certificates. (Yearly) **Strategy's Expected Result/Impact:** Improved quality of instructional delivery. **Staff Responsible for Monitoring:** Principals Instructional Programs Administrator	5%	10%	20%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Employ a Title III Instructional Officer to assist all campuses with continuous improvement of curriculum and instructional strategies that will directly contribute to increased student achievement for English Language Learners. (1 FTE) (Yearly) **Strategy's Expected Result/Impact:** Increased student achievement for English Language Learners and improved quality of instructional delivery. **Staff Responsible for Monitoring:** Instructional Programs Administrator **Funding Sources:** Title III, Part A Instructional Officer (1 FTE) Estimated Salary & Benefits - 263: Title III, Part A English Language Acq. - 266.13.6119.00.802.25 - $81,091.36	35%	45%	55%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Monitor Public Education Information Management System (PEIMS) for EL coding accuracy to include EL coding for Special Education students. (Monthly) **Strategy's Expected Result/Impact:** Improved accuracy in coding. **Staff Responsible for Monitoring:** PEIMS Coordinator Coordinator of Instructional Programs Director of Special Education	5%	15%	20%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Continue to implement summer curriculum for PK-K English Learners (EL's) that is focused on providing multiple opportunities for students to engage with meaningful linguistic and academic experiences. (Yearly) **Strategy's Expected Result/Impact:** Improved student achievement in targeted grade levels. **Staff Responsible for Monitoring:** Loya Primary Principal Instructional Programs Administrator	10%	15%	25%	→

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Monitor, model, and support the implementation of a language objective and the 4 + 1 domains (or 5 skills) to support our Emergent Bilingual students (Weekly). **Strategy's Expected Result/Impact:** Improved achievement for EB students. **Staff Responsible for Monitoring:** Principals Instructional Programs Administrator Instructional Officer Bilingual/ESL	5%	15%	35%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 18: Special Education students will be supported in all areas of curriculum, instruction, and assessment in order to meet their varied academic, social, emotional, and physical needs with appropriate accommodations and modifications.

Evaluation Data Sources: STAAR/EOC Scores
Benchmark Scores
Individualized Education Plans
ARD Committee Meeting Findings

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide treatment and instruction to students characterized as demonstrating characteristics of dyslexia and dysgraphia. (Weekly) **Strategy's Expected Result/Impact:** Improved achievement for students with dyslexia and/or dysgraphia. **Staff Responsible for Monitoring:** Principals Director of Special Education Dyslexia Instructors	10%	15%	25%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will monitor and support implementation and expansion of co-teaching, inclusionary programming, pull-out models, and self-contained units for delivery of instructional services; to include necessary personnel. (Yearly) **Strategy's Expected Result/Impact:** Improved achievement for SPED students. **Staff Responsible for Monitoring:** Principals Director of Special Education	5%	20%	40%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Co-teaching support sessions and learning walks will be conducted to monitor and support the effective implementation of the co-teaching model. (Weekly) **Strategy's Expected Result/Impact:** Improved achievement for SPED students and improvement of co-teaching implementation. **Staff Responsible for Monitoring:** Principal Director of Special Education	5%	20%	40%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide full and individual evaluations to students suspected of having emotional disturbance or autism to determine eligibility for special education placement and services. (Monthly) **Strategy's Expected Result/Impact:** Appropriate SPED placements. **Staff Responsible for Monitoring:** Director of Special Education	5%	15%	25%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide students with disabilities appropriate support and opportunities to develop skills necessary for post-secondary life such as transition plans, referrals to agencies, job sites, etc. (Monthly) **Strategy's Expected Result/Impact:** To ensure post-secondary student success. **Staff Responsible for Monitoring:** Principals Director of Special Education	10%	15%	25%	→

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Provide Special Education awareness and support sessions to parents of children receiving Special Education services. (Yearly) **Strategy's Expected Result/Impact:** To increase parental awareness of SPED programs. **Staff Responsible for Monitoring:** Director of Special Education	10%	20%	30%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

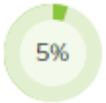
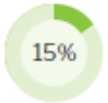
Performance Objective 19: All students will be supported with generalized curriculum, instruction, and assessment programs and interventions (to include summer programs) and teachers will be supported with assistance to become more effective teachers.

Evaluation Data Sources: Enrollment data for specialized programs and interventions
Teacher retention rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will utilize the TEKS Resource System Curriculum framework (TRS), as well as Google Suite, Pear Deck, Lead4Ward, NWEA MAP Assessments, and other platforms, to assess, support, and deliver classroom instruction in K-12 RLA, mathematics, science, social studies, and other content areas. (Daily) **Strategy's Expected Result/Impact:** Improved alignment of lessons to the TEKS. **Staff Responsible for Monitoring:** Instructional Officers Instructional Specialists Principals **Funding Sources:** SHI Screencastify, Kami, Pear Deck, Google Suite, L4W-MS Math Videos - 211: Title I, Part A Improving Basic Programs - 211.11.6396.05.802.30, NWEA MAP Assessments - 282 ESSER III - 282.13.6396.03.802.30	5%	10%	25%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEISD will employ three Instructional Officers (Title II; 2 FTE's and Title I; 1 FTE) to serve curriculum and instruction needs across the district. (Yearly) **Strategy's Expected Result/Impact:** Improved student achievement and higher-performing teachers. **Staff Responsible for Monitoring:** Instructional Programs Administrator **Funding Sources:** Title I, Part A Instructional Officer (2 FTE's) Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.13.6119.05.802.30 - $192,555.23	5%	15%	25%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide salaries, supplies, and transportation for a variety of intersession programs and for summer school. (Yearly) **Strategy's Expected Result/Impact:** Increased learning time for participating students. **Staff Responsible for Monitoring:** Campus Principals Instructional Officers	5%	10%	20%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: At-risk students will be supported with learning/behavior strategies provided through the campus TST; committee will utilize an online platform to document this effort. **Strategy's Expected Result/Impact:** Learning/behavior strategies applied for academic gains. **Staff Responsible for Monitoring:** Campus TST committees				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 20: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hotspots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Evaluation Data Sources: Reports of grant expenditures and deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: SEISD will utilize the CARE Act ESSER grant funds to help K-12 students during these difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges. (Daily) **Strategy's Expected Result/Impact:** To make education accessible to all students and address the needs of all the students. **Staff Responsible for Monitoring:** District and campus administrators	5%	15%	25%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 21: The CRRSA Act of 2021 is intended to prevent, prepare for, and respond to the COVID-19 pandemic, to include any impacts on the social, emotional, mental health, and academic needs of students. The ESSER II Grant will be used to support the following expenditures: Loss of learning, technology integration, safe in-person return, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Reports of grant expenditures and deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loss Of learning **Strategy's Expected Result/Impact:** Support faculty in closing students loss of learning gap **Staff Responsible for Monitoring:** Campus Administration District Instructional Team **Funding Sources:** - 281 ESSER II, - 281 ESSER II	5%	10%	20%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Technology - The purchasing of educational technology (hardware, software, connectivity and licenses) to ensure that all students can get the necessary supports to meet their academic needs and address learning loss. **Strategy's Expected Result/Impact:** To ensure that all students are supported with educational technology so they can meet their academic needs and address learning loss. **Staff Responsible for Monitoring:** CTE Faculty Campus Administration CTE Administrator **Funding Sources:** - 281 ESSER II	5%	15%	35%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Professional Development **Strategy's Expected Result/Impact:** To ensure all students and staff are receiving appropriate opportunities to grow and learn **Staff Responsible for Monitoring:** Campus administrator District Planning and Instruction **Funding Sources:** - 281 ESSER II	10%	20%	35%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Family and Community Engagement **Strategy's Expected Result/Impact:** Engage our community and involve parents with students **Staff Responsible for Monitoring:** Campus Administrators District Parent Liaison **Funding Sources:** - 281 ESSER II	5%	15%	30%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Safe to return to in person and continuity of services **Strategy's Expected Result/Impact:** To ensure all students and teacher have the appropriate PPE and supplies in order to minimize the spread of COVID-19 **Staff Responsible for Monitoring:** Campus Administrator Support Services **Funding Sources:** Custodial Supplies Excel - 281 ESSER II - 281.51.6398.05.852.99 - $480	5%	10%	20%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Mental health and behavioral supports, Loya Primary center project **Strategy's Expected Result/Impact:** Provide resources to campuses that will help students and staff deal with the pandemic. **Staff Responsible for Monitoring:** Campus Administrators Campus Counselors Support Services **Funding Sources:** - 281 ESSER II, - 281 ESSER II	5%	15%	25%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Grant Administration **Strategy's Expected Result/Impact:** Ensure all paperwork and documentation is in place for grant purposes. **Staff Responsible for Monitoring:** District Administration Coordinator **Funding Sources:** At Risk Teachers (charged a portion to ESSER 2 to deplete funds) - 281 ESSER II - 281.**.61**.07.***.** - $91,085.90	5%	15%	30%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Student enrichment and afterschool programs **Strategy's Expected Result/Impact:** Provide after school programs that will help students transitions from the pandemic **Staff Responsible for Monitoring:** Campus administration Instructional coaches	5%	15%	30%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Resources to address needs of individual schools - Music Instruments for the fine arts programs. Educational technology (hardware, software, connectivity and licenses) for Career and Technical Education programs **Strategy's Expected Result/Impact:** Identify the needs of the campus and district based on the affects the pandemic took. To ensure that all students are supported with educational technology so they can meet their academic needs and address learning loss. **Staff Responsible for Monitoring:** Campus Administration Instructional Department Support Services CTE Faculty CTE Administrator **Funding Sources:** Fine Arts Instruments SEHS - 281 ESSER II - 281.11.6399.29.001.11 - $70,230.91, Fine Arts Instruments GEMS - 281 ESSER II - 281.11.6399.29.041.11 - $58,727.65, Fine Arts Instruments Alarcon - 281 ESSER II - 281.11.6399.29.101.11 - $89,872.25, Fine Arts Instruments Borrego - 281 ESSER II - 281.11.6399.29.104.11 - $62,300.64, Career and Technical Education SEHS - 281 ESSER II - 281.11.6396.09.804.22 - $15,000, Receptionist GEMS - 281 ESSER II - 281.**.61**.09.***.** - $47,530.46, Receptionist Loya - 281 ESSER II - 281.**.61**.09.***.** - $20,149.43, Receptionist Sambrano - 281 ESSER II - 281.**.61**.09.***.** - $11,354.42, Monitors Sambrano - 281 ESSER II - 281.**.61**.09.***.** - $24,018.15, Receptionist HS - 281 ESSER II - 281.**.61**.09.***.** - $37,795.21, Monitors HS - 281 ESSER II - 281.**.61**.09.***.** - $37,388.03	5%	15%	25%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Retention of employees **Strategy's Expected Result/Impact:** Identify ways to appreciate district staff and retain employees due to the pandemic **Staff Responsible for Monitoring:** District administration Board of Trustees **Funding Sources:** Retention Stipends Staff - 281 ESSER II - 281.**.61**.10.***.** - $2,246,069.25	5%	15%	25%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Teacher Supply Funds **Strategy's Expected Result/Impact:** Identify supplies that teachers need in order to support students so that they may succeed. **Staff Responsible for Monitoring:** Campus administration	5%	25%	35%	→

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: Student Furniture and campus common spaces **Strategy's Expected Result/Impact:** Ensure students have appropriate spaces and furniture to help them transition back from a pandemic **Staff Responsible for Monitoring:** Support Services Department Campus Administration **Funding Sources:** Furniture for common Spaces - 281 ESSER II - 281.11.6398.12.102.11 - $1,424.05, Student Chairs - 281 ESSER II - 281.11.6398.12.103.11 - $15,512, Furniture for common Spaces - 281 ESSER II - 281.11.6398.12.001.11 - $27.59	10%	20%	35%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 22: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The ESSER III Grant will be used to support the following expenditures: loss of learning, technology integration, professional development, Family/Community Engagement, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Reports of grant expenditures and deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loss of learning **Strategy's Expected Result/Impact:** Support faculty in closing students loss of learning gap **Staff Responsible for Monitoring:** Associate Superintendent Chief Financial Officer **Funding Sources:** Newsela - 282 ESSER III - 282.11.6396.01.802.30 - $24,999, Kami Teacher Plan - 282 ESSER III - 282.11.6396.01.802.30 - $10,800, Pear Deck - 282 ESSER III - 282.11.6396.01.802.30 - $9,015, Google - 282 ESSER III - 282.11.6396.01.802.30 - $9,432, General Supplies (Homeless & Migrant) - 282 ESSER III - 282.11.6399.01.814.30 - $18,401, Reading Materials (Homeless & Migrant) - 282 ESSER III - 282.61.6329.04.814.30 - $10,000, Misc. Operating Cost - 282 ESSER III - 282.61.6499.04.814.30 - $135.30, Summer School Payroll - 282 ESSER III - 282.**.61**.01.***.** - $1,325,000	10%	15%	30%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Technology - The purchasing of educational technology (hardware, software, connectivity and licenses) to ensure that all students can get the necessary supports to meet their academic needs and address learning loss. **Strategy's Expected Result/Impact:** To ensure that all students are supported with educational technology so they can meet their academic needs and address learning loss. **Staff Responsible for Monitoring:** CTE Faculty Campus Administration CTE Administrator **Funding Sources:** - 282 ESSER III	5%	15%	30%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Professional Development **Strategy's Expected Result/Impact:** To ensure all students and staff are receiving appropriate opportunities to grow and learn **Staff Responsible for Monitoring:** Campus administrator District Planning and Instruction	10%	15%	25%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Family and Community Engagement **Strategy's Expected Result/Impact:** Engage our community and involve parents with students **Staff Responsible for Monitoring:** Campus Administrators District Parent Liaison **Funding Sources:** Reading Materials for Parents - 282 ESSER III - 282.61.6329.04.814.30 - $10,944.12, Parent Refreshments - 282 ESSER III - 282.61.6499.04.814.30 - $211.97, Employee Travel - 282 ESSER III - 282.61.6411.04.814.30 - $1,000, General Suplies - 282 ESSER III - 282.61.6399.04.814.30 - $2,143.42, Furniture & Equipment - 282 ESSER III - 28261.6398.04.81430. - $565.19, Parent Liaisons - 282 ESSER III - 282.**.61**.04.***.** - $285,134.72	10%	15%	35%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Safe to return to in person and continuity of services **Strategy's Expected Result/Impact:** To ensure all students and teacher have the appropriate PPE and supplies in order to minimize the spread of COVID-19 **Staff Responsible for Monitoring:** Campus Administrator Support Services **Funding Sources:** Maintenance Supplies WHSE - ESSER III Gp 5 - 282 ESSER III - 282.51.6319.05.***.99 - $100,000, Nurse + Nurse Aide - 282 ESSER III - 282.**.61**.05.***.** - $154,709.91	5%	15%	30%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Mental health and behavioral supports **Strategy's Expected Result/Impact:** Provide resources to campuses that will help students and staff deal with the pandemic. **Staff Responsible for Monitoring:** Campus Administrators Campus Counselors Support Services **Funding Sources:** Counselor - 282 ESSER III - 282.**.61**.06.***.** - $158,948.28, LSSP + SPED Counselor - 282 ESSER III - 282.**.61**.06.***.** - $166,814.07	10%	25%	40%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Grant Administration **Strategy's Expected Result/Impact:** Ensure all paperwork and documentation is in place for grant purposes. **Staff Responsible for Monitoring:** District Administration Coordinator **Funding Sources:** At Risk Teachers - 282 ESSER III - 282.**.61**.07.***.** - $1,160,196.64, Library, Library Aides, SPED Counselor, SWs - 282 ESSER III - 282.**.61**.07.***.** - $1,392,367.86, Teachers, Principals, Tech Staff - 282 ESSER III - 282.**.61**.07.***.** - $1,455,078.61	10%	30%	45%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Student enrichment and afterschool programs **Strategy's Expected Result/Impact:** Provide after school programs that will help students transitions from the pandemic **Staff Responsible for Monitoring:** Campus administration Instructional coaches	5%	15%	25%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Resources to address needs of individual schools **Strategy's Expected Result/Impact:** Identify the needs of the campus and district based on the affects the pandemic took. **Staff Responsible for Monitoring:** Campus Administration Instructional Department Support Services **Funding Sources:** Receptionist GEMS - 282 ESSER III - 282.**.61**.09.***.** - $33,958.23, Receptionist Loya - 282 ESSER III - 282.**.61**.09.***.** - $14,810.39, Receptionist Sambrano - 282 ESSER III - 282.**.61**.09.***.** - $17,000, Monitors Sambrano - 282 ESSER III - 282.**.61**.09.***.** - $22,167.71, Receptionist HS - 282 ESSER III - 282.**.61**.09.***.** - $28,888.58, Monitors HS - 282 ESSER III - 282.**.61**.09.***.** - $44,000	10%	20%	40%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Retention of employees **Strategy's Expected Result/Impact:** Identify ways to appreciate district staff and retain employees due to the pandemic **Staff Responsible for Monitoring:** District administration Board of Trustees **Funding Sources:** Retention Stipends - 282 ESSER III - 282.**.61**.10.***.** - $468,700.63	5%	15%	30%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Teacher Supply Funds **Strategy's Expected Result/Impact:** Identify supplies that teachers need in order to support students so that they may succeed. **Staff Responsible for Monitoring:** Campus administration **Funding Sources:** All instructional staff 9 intervention teachers, 1 dyslexia, etc - 282 ESSER III - 282.**.61**.11.***.** - $1,835,647.38	5%	15%	40%	→

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: Student Furniture and campus common spaces **Strategy's Expected Result/Impact:** Ensure students have appropriate spaces and furniture to help them transition back from a pandemic **Staff Responsible for Monitoring:** Support Services Department Campus Administration	5%	20%	40%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

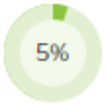
Performance Objective 23: The IDEA ARP Rescue Plan Funds are intended to help safely recover the impact of the coronavirus pandemic and to safely reopen schools and sustain safe operations. The IDEA Part B & C funds assist in providing a free and appropriate public education in the least restrictive environment for children with disabilities ages 3 through 21 and assist in providing early intervention services for infants and toddlers birth through age 2. These funds will support the needs of students with disabilities through the following expenditures: Eligibility determination, loss of learning, technology integration, professional development, safe return to school, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: STAAR/EOC Scores
Benchmark Scores
Individualized Education Plans
ARD Committee Meeting Findings

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 24: The primary purpose of the 2022-2023 COVID-19 School Grant, Cycle 3, is to support safe, in-person instruction in schools, from kindergarten through grades (K-12).

Evaluation Data Sources: Agendas, Sign-in sheets, reports and distribution logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide PPE(including but not limited to masks, gloves, gowns, & face shields. Hygiene and cleaning supplies, public school events that include students and other community members and are aimed at providing opportunities for increased detection and prevention of COVID-19. Partial funding for staff conducting additional grant-related duties that are out side of the staff's normal activities including COVID prevention and grant reporting. **Strategy's Expected Result/Impact:** Support students, teachers and other school personnel. **Staff Responsible for Monitoring:** District Nurse, Warehouse Supervisor, Federal & Special Programs Coordinator **Funding Sources:** PPE (including but not limited to masks, gloves, gowns, & face shields - 287 - COVID-19 Scholl Health Support Grant - 287.51.6399.00.841.99 - $35,074, Hygiene and cleaning supplies - 287 - COVID-19 Scholl Health Support Grant - 287.51.6399.00.841.99 - $34,804, Public health events that include students and other community members - 287 - COVID-19 Scholl Health Support Grant - 287.61.6299.00.994.99 - $40,000, General Supplies - 287 - COVID-19 Scholl Health Support Grant - 287.33-6399.00.994.99 - $2,000, Extra Duty Pay - Nurse - 287 - COVID-19 Scholl Health Support Grant - 287.33.6118.00.994.99 - $3,000, Paraprofessional - - 287 - COVID-19 Scholl Health Support Grant - 287.33.6121.00.994.99 - $1,690				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 25: 2023-2025 School Safety Standard Grant: The proposed rule would require that all school system instructional facilities have access points that are secured by design, maintained to operate as intended, and appropriately monitored.

Evaluation Data Sources: Provide the necessary safety standards rule components based on availability of funding and needs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: 2023-2025 School Safety Standard Grant will provide the identified needs for district campuses based on funds availability under fencing, exterior doors, glass exterior or door Not within a secured area, grown level exterior windows. **Strategy's Expected Result/Impact:** To meet the safety standards required to keep our school safe. **Staff Responsible for Monitoring:** Support Service Director, Technology Department, Federal & Special Programs Coordinator **Funding Sources:** Fencing Upgrades - 424 - School Safety Standards - 424.51.6249.01.860.99 - $48,044, Door Upgrades - 424 - School Safety Standards - 424.51.6249.02.860.99 - $25,006, Glass Reinforcement - 424 - School Safety Standards - 424.51.6249.03.860.30 - $37,347, Reinforcing Widows Adjacent to Doors - 424 - School Safety Standards - 424.51.6249.04.860.99 - $82,099, Master Key Boxes Installation - 424 - School Safety Standards - 424.51.6249.06.860.99 - $15,319, Supplies for M&O - Master Key Boxes - 424 - School Safety Standards - 424.51.6319.06.860.99 - $11,180	5%	10%	15%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 1: Student Outcome Goal 3:

Students graduating college, career, and military ready will increase from 65% to 81% by June 2024.

Goal 3 Annual Targets:

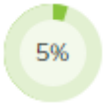
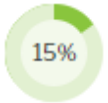
2022-2023: 79%
2023-2024: 81%

Evaluation Data Sources: Master schedule, TSIA assessment reports, CCMR statistics

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Continue to promote and publicize scholarship opportunities, higher education institutions and programs, post-secondary career information, military recruitment information, etc. (Monthly) **Strategy's Expected Result/Impact:** Increased knowledge of post-secondary college, career, and military opportunities. **Staff Responsible for Monitoring:** Campus Principals Campus Counselors College and Career High School Facilitator	5%	15%	25%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide information to students and their parents at the middle school and high school levels on the TEXAS grant program, the Teach for Texas grant program, the college admissions process, and financial aid applications and information. (Monthly) **Strategy's Expected Result/Impact:** Increased knowledge of post-secondary opportunities. **Staff Responsible for Monitoring:** Campus Counselors	10%	25%	35%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Continue to support college readiness requirements at the secondary level, and continually monitor graduation requirements and personal graduation plans (PGP's). (Monthly) **Strategy's Expected Result/Impact:** Improved graduation rates Increased knowledge of post-secondary opportunities **Staff Responsible for Monitoring:** Campus Counselors College and Career High School Facilitator	5%	10%	25%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide training and support for the EAF (Effective Advising Framework) for the district's Guidance Counselors (Monthly). **Strategy's Expected Result/Impact:** Improved advising and support for SEISD students. **Staff Responsible for Monitoring:** Campus Principals Coordinator of CTE				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 2: Goal Progress Measure (GPM) 3.1:

The percentage of 8th grade students who take the TSIA 2.0 in RLA (RLA College and Career Readiness + RLA Diagnostic) will increase from 39% in June 2021 to 98% by June 2024.

GPM 3.1 Annual Targets:

2022-2023: 85%
2023-2024: 98%

Evaluation Data Sources: TSIA testing and score reports

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 3: Goal Progress Measure (GPM) 3.2

The percentage of high school students who take the TSIA 2.0 in both RLA (College and Career Readiness and Diagnostic sections) and Mathematics will increase from 20% in June 2021 to 98% by June 2024.

GPM 3.2 Annual Targets:

2022-2023: 75%
2023-2024: 98%

Evaluation Data Sources: Master schedule reports

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 4: Faculty and staff will increase the use of technology applications to support student instruction and students will demonstrate an increase in technology application proficiency in applicable content areas.

Evaluation Data Sources: Records of student access to technology applications, evidence of implementation of instructional technology by faculty and staff via walkthroughs, learning walks, and data usage reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Integrate and maintain the use of instruction-driven technology apps and programs (ex. Nearpod, Kami, and Screencastify), test banks (STAAR Test Maker and TEKS Bank), accountability connect, digital subscriptions (ex. OnDataSuite), and renewals that allow emerging technologies to integrate into the curriculum (ex. Region 19 TSDS Coop). (Yearly) **Strategy's Expected Result/Impact:** Increase technology integration in the classroom **Staff Responsible for Monitoring:** Technology Staff Planning and Instruction Staff Campus Administration	5%	55%	65%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue implementing software programs to assist in data disaggregation and testing management, such as Eduphoria. (Yearly) **Strategy's Expected Result/Impact:** Provide meaningful data to drive instructional decisions. **Staff Responsible for Monitoring:** Technology Staff Planning and Instruction Staff Campus Administration	5%	55%	65%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Conduct district technology vertical teams through the District Technology Committee to determine and evaluate district needs. (Monthly) **Strategy's Expected Result/Impact:** Determine the technology needs of all stakeholders **Staff Responsible for Monitoring:** Technology Director/Staff	5%	25%	35%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Support online publications of relevant documents: Employee Handbook, District Improvement Plan (DIP), etc. (Monthly) **Strategy's Expected Result/Impact:** Keep the public informed and meet all state and federal requirements. **Staff Responsible for Monitoring:** Superintendent Associate Superintendent Human Resources Department Technology Director/Staff	5%	50%	60%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Assist district users with technology by utilizing effective and efficient resources for support (ex. IT Specialist, device management systems) (Weekly) **Strategy's Expected Result/Impact:** Minimizing instructional/production downtime, becoming more proactive instead of reactive, and providing better customer service to all stakeholders. **Staff Responsible for Monitoring:** Technology Director/Staff	5%	40%	55%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Develop and monitor a Responsible Use Agreement (RUA) for all district users and enforce acceptable use policies/internet safety guidelines. (Yearly) **Strategy's Expected Result/Impact:** Making sure the district is CIPA compliant by having RUA signed by parents, monitoring the use of internet, enforcing policies and reporting policy violations. **Staff Responsible for Monitoring:** Technology Director/Staff	5%	60%	70%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Provide adequate bandwidth and network infrastructure (wired and wireless) to support all networked and web-based applications used for instruction. (Yearly) **Strategy's Expected Result/Impact:** Provide the district with a reliable infrastructure, systems, and fast internet connectivity. **Staff Responsible for Monitoring:** Technology Director/Staff	5%	70%	80%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Continue use of electronic IEP management system to manage Special Education and Section 504 student instructional needs and accommodations. (Yearly) **Strategy's Expected Result/Impact:** Effective monitoring of the Special Education population and their needs. **Staff Responsible for Monitoring:** Special Education Director/Staff Campus Administration	5%	15%	45%	

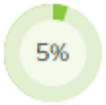
Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Perkins V (Pt2.3): Develop, improve, or expand the use of technology in CTE, which may include but not be limited to training CTE teachers, faculty and administration to use technology, provide CTE students with CTE skills necessary to pursue careers in high-skill, high-wage, in-demand occupations (including developing STEM knowledge) that lead to entry into the technology fields, collaborate with technology industries to offer voluntary internships and mentoring programs and science knowledge of students. (Monthly) **Strategy's Expected Result/Impact:** Increased use of Industry relevant technology in CTE classrooms. **Staff Responsible for Monitoring:** Career & Technical Education Coordinator/Staff Campus Administration CTE Instructors	5%	25%	40%	→

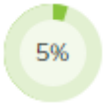
0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

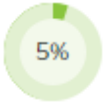
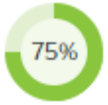
Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

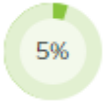
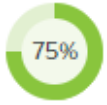
Performance Objective 5: Continue to build a strong district-wide technology infrastructure that provides for an increase in digital facilitation of teaching, learning, professional development, school leadership, instructional management, and operations.

Evaluation Data Sources: Utilization Reports, Access Logs, Filtering Reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Perform yearly maintenance and upgrades to provide quality library online services and encourage effective use of shared library resources. (Yearly) **Strategy's Expected Result/Impact:** Provide district students with access to fully functional online campus libraries. **Staff Responsible for Monitoring:** Campus Librarians I.T. Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Make available current hardware and software for district technical and P&I staff to provide effective and efficient support to all district users. (Monthly) **Strategy's Expected Result/Impact:** Provide technical and P&I staff hardware and software to continue supporting faculty, staff, and students. **Staff Responsible for Monitoring:** Associate Superintendent Technology Director Instructional Technology Officer				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Perform necessary maintenance and upgrades to district network infrastructure equipment and services to provide reliable online access and services. (Monthly) **Strategy's Expected Result/Impact:** Provide a reliable network infrastructure and internet access. **Staff Responsible for Monitoring:** Technology Director Network Administrator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Maintain the district's telecommunications system and provide upgrades as needed (VoIP, Fax, etc.). (Monthly) **Strategy's Expected Result/Impact:** Keep the telecommunications systems upgraded and in working order **Staff Responsible for Monitoring:** Network Administrator Technology Director				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Evaluate and increase internet bandwidth as needed to support district initiatives and services. (Monthly) **Strategy's Expected Result/Impact:** Support district operations with adequate bandwidth. **Staff Responsible for Monitoring:** Technology Director Network Administrator	5%	70%	75%	

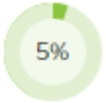
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Maintain and upgrade voice, video, and data cabling for all district facilities. (Monthly) **Strategy's Expected Result/Impact:** Provide compelling voice, data, and video services throughout the district **Staff Responsible for Monitoring:** Technology Department Staff	5%	65%	75%	

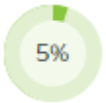
Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Electronically archive student and personnel records as recommended by the Texas Library and Archives Commission. (Yearly) **Strategy's Expected Result/Impact:** Electronic records will be maintained following state and district mandates **Staff Responsible for Monitoring:** PEIMS Coordinator Human Resources Director Technology Director	5%	50%	60%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Attend and provide professional development opportunities that support district initiatives and current trends in technology. (Monthly) **Strategy's Expected Result/Impact:** Stay up-to-date with current technology trends **Staff Responsible for Monitoring:** Technology Director Technology Department Staff	5%	55%	70%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Assist district users with technology through the use of the Help Desk system. (Daily) **Strategy's Expected Result/Impact:** Provide support and repairs for issues with district technology equipment **Staff Responsible for Monitoring:** Technology Director/Staff	5%	50%	65%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Employ a full-time Instructional Officer focusing on Instructional Technology and assisting teachers with technology issues and lesson development. (Yearly) **Strategy's Expected Result/Impact:** Improved performance with the usage of technology integration in the classroom **Staff Responsible for Monitoring:** Director of Technology				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Provide teachers with a classroom control system to monitor student device usage during instruction. (Yearly) **Strategy's Expected Result/Impact:** Keep students focused on learning and teachers in teaching **Staff Responsible for Monitoring:** P&I Staff Technology Director				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: Provide comprehensive online modules that teach students, staff, and teachers how to be smart and stay safe in the digital world. (Yearly) **Strategy's Expected Result/Impact:** Develop students, teachers, and staff to become digital citizenship skills **Staff Responsible for Monitoring:** P&I Department Technology Director				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 6: Maintain 100% compliance with all federal, state and local mandates relating to instructional technology.

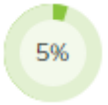
Evaluation Data Sources: Compliance Reports, Purchase Orders

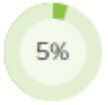
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: All district computers with internet access will meet all Children's Internet Protection (CIPA) guidelines. (Yearly) **Strategy's Expected Result/Impact:** Compliance with CIPA guidelines **Staff Responsible for Monitoring:** Technology Director Network Administrator	N/A	95%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: All district computers will be provided with up to date antivirus subscriptions. (Yearly) **Strategy's Expected Result/Impact:** Protect computers from viruses **Staff Responsible for Monitoring:** Technology Director/Staff	10%	45%	60%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Maintain a functional disaster recovery solution to protect the district's critical data and network services. (Monthly) **Strategy's Expected Result/Impact:** Protection of district critical data **Staff Responsible for Monitoring:** Network Administrator Database Administrator	5%	50%	60%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Utilize online services to assist with ERATE compliance and documentation. (Monthly) **Strategy's Expected Result/Impact:** Maintain ERATE compliance and documentation **Staff Responsible for Monitoring:** Technology Director	5%	20%	35%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Maintain electronic document retention services for required record-keeping. (Monthly) **Strategy's Expected Result/Impact:** Keep district records in accordance with guidelines. **Staff Responsible for Monitoring:** Network Administrator Technology Director				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Maintain subscriptions to automated resources for parent notification and communication. (Yearly) **Strategy's Expected Result/Impact:** Continue utilizing mass notifications to relay pertinent information to parents via voice and/or text **Staff Responsible for Monitoring:** Technology Department				

 No Progress  Accomplished  Continue/Modify  Discontinue

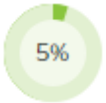
Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 7: Students will be notified of and provided opportunities to study a wide variety of Career and Technical Education (CTE) courses as well as earn industry certifications and licensures.

Evaluation Data Sources: CTE program enrollment
Number of industry certifications and licensures

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Perkins V (Pt 2.3&5): Provide services, career exploration development and activities of sufficient size, scope and quality to be effective such as the support of CTSOs. Include activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency. This includes providing opportunities for CTE students to earn local and industry level certifications and/or licensures including but not limited to those identified by industry partner feedback and approved TEA industry-based certification lists. (Monthly) **Strategy's Expected Result/Impact:** Student post-secondary achievement and opportunities will increase. **Staff Responsible for Monitoring:** CTE Instructors CTE Coordinator Campus Principals	5%	15%	35%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Perkins V (Pt 2.3-5): Link CTE at the secondary and post-secondary level, including offering the relevant elements of not less than three CTE programs of study. Linkage may be achieved via local or statewide course articulations, dual credit offerings, and/or vertical program alignment along with implementation of appropriate, program specific content, equipment, technology, etc. Continue to initiate, improve, and expand and modernize quality CTE programs within SEISD. This includes but is not limited to the purchase of appropriate technology for district and campus administration as well as the purchase of necessary materials/resources for current CTE courses, new equipment, industry specific furnishings, technology and complete implementation of new CTE courses at various campuses. (Monthly) **Strategy's Expected Result/Impact:** Student post-secondary achievement and opportunities will increase. **Staff Responsible for Monitoring:** CTE Instructors CTE Administrator Campus Principals	10%	20%	35%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Perkins V(Pt1.1-2, Pt.2.3-5): Develop and implement annual CTE program evaluation to determine consistency in CTE vertical alignment across the district and to ensure fidelity in implementation of CTE programs, including CLNA.(Yearly) **Strategy's Expected Result/Impact:** Improved CTE program services. **Staff Responsible for Monitoring:** CTE Coordinator				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 8: GEAR UP -- 1.3.1 Primary cohort (Class of 2024) students who receive a failing grade on a progress report will receive targeted academic tutoring in the failing subject and/or related supports.

HB3 Goal

Evaluation Data Sources: 90% of eligible students
Student sign-in sheets, Tutoring log/Lesson plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: EOC, benchmarks and grade data will be utilized to determine which students will be required to attend tutoring in the subject area of need. **Strategy's Expected Result/Impact:** To pass courses to become college-ready **Staff Responsible for Monitoring:** Campus administration Teachers	5%	20%	35%	→

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 9: GEAR UP -- 1.5.3 By the end of the primary cohort's sixth year (12th grade), 60% of students will be eligible to earn college credit through achievement of a passing score on the AP exam, IB exam, or completion of a rigorous dual credit course.

HB3 Goal

Evaluation Data Sources: Class of 2023 to reach or exceed 25%
Set an annual goal to reach or exceed 60% by Yr 6
Xello Integration
TNTP support in rigorous curriculum
Texas OnCourse Modules

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: All students are provided the opportunity to take AP courses or become eligible to take Dual Credit courses. Counselors will provide guidance in these areas. **Strategy's Expected Result/Impact:** Increase students enrolled in college-readiness courses to 60% by 2024 **Staff Responsible for Monitoring:** Campus Administration District Leadership CTE Administrator CCR Specialist School Counselors GEAR UP Coordinator				

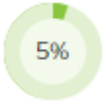
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 10: GEAR UP -- 1.5.4 By the end of the primary cohort's sixth year (12th grade), 50% of students will meet the college-readiness criteria on the SAT, ACT, or the Texas Success Initiative (TSIA 2) Assessment.

HB3 Goal

Evaluation Data Sources: Event agendas, sign in sheets for PD and CCMR campus committee meetings, CCMR student tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: CCMR Student Tracker; all teachers to receive CCMR professional development to understand indicators. Continued support through CCMR campus committee. TSIA professional development to include lesson modeling. Leading the Learning training for teachers (Monthly). **Strategy's Expected Result/Impact:** Goal for Class of 2023 to reach or exceed 25% Set an annual goal to reach or exceed 50% by Yr 6 **Staff Responsible for Monitoring:** Campus Administration School Counselors CCR Specialist CTE Coordinator				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 11: GEAR UP -- 1.2.1 Educators and administrators (middle school, high school and institutions of higher education) will meet as vertical teams to align curriculum and reduce the need for remediation at the post-secondary level.

HB3 Goal

Evaluation Data Sources: Sign in sheets, agenda, notes,

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: District will create content and support training of facilitators for VT sessions with guidance from TNTP (Monthly). **Strategy's Expected Result/Impact:** Increase alignment between middle school and high school teachers and increase lessons' rigor. **Staff Responsible for Monitoring:** District Leadership Instructional Officers Principals Instructional Specialists TNTP	5%	25%	50%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 12: GEAR UP -- 3.4.1 Students will receive at least one comprehensive, individualized college and career counseling session.

HB3 Goal

Evaluation Data Sources: Target Measure: 90% of 9th grade
75% of 10th-12th grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: School Counselors will hold individual college and career counseling sessions with 90% students in primary cohort. **Strategy's Expected Result/Impact:** Increase students knowledge on college and career options to make informed decisions on coursework. **Staff Responsible for Monitoring:** Campus Administrators District Leadership School Counselors CCR Specialist	5%	20%	40%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: To provide a safe and positive environment that is free from alcohol, drugs, weapons, bullying, and gang activity as evidenced by a zero tolerance policy.

Evaluation Data Sources: Safety Reports, Discipline Reports, Student Access to Available Interventions/Services, Continued Evidence of Implementation of Positive Behavior Interventions and Supports (PBIS) Program.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Employ a Title I district nurse to coordinate district-wide, school health services and initiatives to include organizing First Aid/CPR training opportunities and periodic training on automated external defibrillators (AEDs). (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Provide appropriate supervision to campus LVN's as required by licensure Guide and support campus nurses on school health Ensure appropriate personnel are trained on emergency procedures. **Staff Responsible for Monitoring:** Director of Special Education Associate Superintendent **Funding Sources:** Title I, Part A - District Nurse (1 FTE) - 211: Title I, Part A Improving Basic Programs - 211.33.6119.05.802.30 - $78,244.77, Stipend Pay - 211: Title I, Part A Improving Basic Programs - 211.33.6118.05.803.30 - $1,200	5%	10%	25%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Review, update, and disseminate the Student Code of Conduct, Emergency Operations Plan and Procedures, and District Wellness Policies. (Yearly) **Strategy's Expected Result/Impact:** Inform students of the students, parents and staff of student expectations. **Staff Responsible for Monitoring:** Superintendent Campus Administration District Lead Nurse Support Services Director Security Supervisor	10%	15%	30%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Continue consistent intake and placement processes into the Disciplinary Alternative Education Program (DAEP) and Juvenile Justice Alternative Education Program (JJAEP). (Weekly) **Strategy's Expected Result/Impact:** To comply with disciplinary rules and provide uninterrupted education to students. **Staff Responsible for Monitoring:** Campus Administration	5%	10%	20%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Monitor district diabetes policy and continue compliance with individualized health plans for students diagnosed with diabetes, as well as provide required diabetes training annually. (Weekly) **Strategy's Expected Result/Impact:** To meet the health needs of students. **Staff Responsible for Monitoring:** District Lead Nurse Campus Nurses Campus Principals	10%	15%	20%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Continue Student Health Advisory Council (SHAC) meetings. (Bi-Monthly) **Strategy's Expected Result/Impact:** To continue the collaboration between health agencies and district and provide opportunities to students. **Staff Responsible for Monitoring:** Associate Superintendent Child Nutrition Services Director Athletics Director	5%	20%	25%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Provide updates to district personnel of Public Information Management System (PEIMS) 425 Record Training. (Yearly) **Strategy's Expected Result/Impact:** To increase the quality of data **Staff Responsible for Monitoring:** PEIMS Coordinator Campus Administrators	5%	10%	15%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Upgrade and maintain security cameras, secure perimeters, school check-in kiosk systems, and secure door access systems as necessary on all district campuses and buildings. (Weekly) **Strategy's Expected Result/Impact:** Provide a safe environment **Staff Responsible for Monitoring:** Technology Staff/Security Supervisor	5%	10%	20%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Continue to provide bus safety training, to include emergency evacuation procedures. (Monthly) **Strategy's Expected Result/Impact:** To provide a safe environment **Staff Responsible for Monitoring:** Director of Support Services Transportation Supervisor	5%	10%	20%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Continue to strengthen current campus discipline management plans through Positive Behavior Intervention and Supports (PBIS). (Daily) **Strategy's Expected Result/Impact:** To foster a culture of accountable students and encourage good behavior **Staff Responsible for Monitoring:** Associate Superintendent Director of Special Education Campus Administrators	10%	20%	30%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Continue to implement legal requirements of "David's Law" in all schools, to include anonymous reporting for students, reports to law enforcement, and cyber bullying. (Yearly) **Strategy's Expected Result/Impact:** Reduction in bullying incidents, to include cyber bullying. **Staff Responsible for Monitoring:** Campus Administration Counselors Faculty/Staff	5%	15%	20%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Continue to provide mandatory F2F or online training to all staff members on mental health awareness, child abuse awareness, and suicide awareness and prevention. (Yearly) **Strategy's Expected Result/Impact:** Increased awareness of ways to help students struggling with these issues. **Staff Responsible for Monitoring:** Human Resources Staff Campus Administrators Department Supervisors	5%	10%	15%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: District will support a truant officer (1 FTE) with all necessary general supplies and equipment needed to support increased student attendance. (Yearly) **Strategy's Expected Result/Impact:** Increased student attendance district-wide **Staff Responsible for Monitoring:** PEIMS Coordinator	5%	10%	15%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 13: The district will provide necessary services to homebound students. **Strategy's Expected Result/Impact:** Student mastery of learning objectives. **Staff Responsible for Monitoring:** Homebound teacher, principal	5%	10%	15%	

 No Progress  Accomplished  Continue/Modify  Discontinue

San Elizario Independent School District

Lorenzo Loya Primary School

2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

We, the faculty and staff at Lorenzo G. Loya Primary, are committed to creating a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially, and emotionally.

Vision

The faculty and staff at Lorenzo G. Loya Primary are committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations; that will develop lifelong learners who are confident, competent and contributing members of society.

Value Statement

At Lorenzo G. Loya Primary, where lifelong learning begins!

Table of Contents

Goals 4

Goal 1: Goal: To foster well-trained human capital in order to support student success and achievement. 4

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community. 8

Goal 3: Goal: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals. 29

Goal 4: Goal: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally through Campus Counselor and district Social Worker. 32

Goals

Goal 1: Goal: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: Provide high quality professional development to faculty, instructional specialist, and staff that will increase instructional effectiveness and student academic achievement.

Evaluation Data Sources: T-TESS Walkthroughs, Formal Observations, Summative Evaluations, IStation Results in PK-4 CIRCLE assessment results, documentation of an increase in completed professional development offerings from previous school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: (Weekly/Monthly) Professional Development: TXAEYC's 2022 Annual Conference September 15-17, 2022 | San Antonio, TX New Teacher Orientation Autism Conference Conscious Discipline book study with Ms. Martinez Counselors Annual Membership to attend the El Paso Directors of Guidance Meetings Dual Language Training refreshers EduHero subscription renewal Effective Border School Conference Gifted & Talented: Online through Responsive Learning and EduHero GLAD strategies for pre-school (virtual) IStation: Refreshers course for Prek-4 teachers, Specialty support staff and Prek-4 instructional aides (T-2's) Learning Dynamics				

Mental Health Training

PBIS Conference

TABE (Texas Association for Bilingual Education) Conference 2022

Opportunity to attend Early Childhood training

Strategy's Expected Result/Impact: All faculty and support staff members will continue implementing district initiatives in a manner that proves to be effective in the efforts to reach academic achievement for all students. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data.

Staff Responsible for Monitoring: Campus Administrator
School Improvement Coordinator
Campus Instructional Specialist

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 5: Effective Instruction









Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Weekly 90-minute Professional Learning Communities are provided for all grade levels to plan lesson and/or review data. (Weekly) **Strategy's Expected Result/Impact:** Teachers work in teams, engaging in an ongoing cycle of questions and discuss data that drives instruction; which ultimately improves student achievement. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data. Additional planning time for Dual Language as needed. Planning day for every 9 weeks. **Staff Responsible for Monitoring:** Campus Administration School Improvement Coordinator Instructional Specialist Classroom Teachers District Instructional Officers from P & I **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Support beginning teachers through the New Teacher Induction Academy and their mentors through the Mentorship Academy. (Monthly) **Strategy's Expected Result/Impact:** Successful implementation of campus and district initiatives. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data. Modeling from P & I officers in their specialty to assist teachers. **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Instructional Specialist P & I officers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math -				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Campus Instructional Specialist will work with classroom teachers to support student learning and carry out district initiatives in all content areas via professional development and modeling of best-practice instruction. The Campus Instructional Specialist is responsible for improvement of teaching and learning at the campus. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Improvement in student performance as measured by IStation, CIRCLE assessment, teacher created assessment in Prek-3 and Prek-4, progress reports, report cards and implementation of acquired instructional strategies. **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** Campus Instructional Specialist - (1 FTE) Estimates Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.13.6119.00.102.30 - $70,000	30%	50%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 1: 80% of Prek-4 students will have met/mastered the PK guidelines in Pre-reading skills to include identifying all upper/lower case letters and their distinct letter sounds at the end of the 2022-2023 school year.

Evaluation Data Sources: IStation beginning, middle and end of the year assessments, IStation intervention lessons,
weekly test and data meetings, CIRCLE BOY, MOY & EOY assessment results. Student data portfolios to include: Phonological awareness lessons/alphabet knowledge lessons.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Apply Reader's Workshop Model: Read-a-Loud; shared reading, authentic literacy activities; listening centers; Language to Literature geared towards early childhood. (Visual chart) Aligned to the Pre-kindergarten-4 State Guidelines through the use of the following: (Daily) Incorporate Texas Early Learning Council Guidelines for Pre-kindergarten-3(Daily) Estrellita Program IStation Opal Booz & Associates Learning Dynamics Wilson Language Scholastic Education STARFALL Lakeshore Learning Materials Warehouse/Basic Instructional Supplies School Specialty Perma Bound Learning Without Tears **Strategy's Expected Result/Impact:** All students will meet/master their Pre-reading skills according to the Pre-k Guidelines. The student will meet/master to be successful in all five components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary Development and Comprehension. PK-4 students will show a year of growth through IStation data. **Staff Responsible for Monitoring:** Campus Administration School Improvement Coordinator Instructional Specialist Reading Interventionist Teacher Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** General Supplies - 199: General, State Compensatory Education - 199.11.6399.00.102.30 - $8,000 , Genral Supplies - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.102.30 - $22,772				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Maintain and update library resources such as: Books with similar titles in English and Spanish to support alignment with instruction, e-books, audio books sets, and library books; necessary supplies and materials to promote reading and home for all students with a focus on Early Childhood literacy for both Prek-3 and Prek-4 students. (Weekly/ Monthly). **Strategy's Expected Result/Impact:** To promote and support reading among students, parents, faculty, and staff. To support classroom reading curriculum and goals. **Staff Responsible for Monitoring:** Campus Librarian Aide Campus Administrator School Improvement Coordinator Instructional Specialist Reading Intervention teacher **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 2: 80% PK-4 students will assess at Tiers 3-5 (approaches, meets and masters level) as per I-Station end-of-year assessment for the 2022-2023 school year.

Evaluation Data Sources: IStation monthly assessments
CIRCLE assessment: BOY, MOY & EOY
Guided Math lessons
Progress monitoring and delivering I-Station intervention lessons
Monthly data

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Guided Math Framework (Daily) Daily calendar math Resources: IStation Math in English and Spanish Math manipulatives Lakeshore Specialty School Created materials Learning Without Tears **Strategy's Expected Result/Impact:** All students will focus on the use of hands-on materials in a problem-solving format to teach content knowledge, algebraic reasoning, strategies, data analysis, basic facts and systematic concept lessons for all grades. Evidence: IStation EOY Data and CIRCLE Assessment **Staff Responsible for Monitoring:** Campus Administration School Improvement Coordinator Instructional Specialist Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** General Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.102.30 - $4,156.17, General Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.102.30 - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: PK3 Dual Language classrooms will be staffed with certified teachers to provide direct classroom instruction to PK 3 students. (2FTEs) Daily. **Strategy's Expected Result/Impact:** Acquire the foundation knowledge and skills necessary for school success in Prekindergarten and beyond. **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Classroom Teachers **Funding Sources:** Teacher Elementary Bilingual - (2 FTE's) Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.11.6119.04.102.30 - $159,000	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 3: Special populations to include Emergent Bilinguals (EB) and students receiving Special Education Services (SPED) in Prek-4 will show growth from beginning of the year I-Station assessment in reading and math to the end of the year I-Station assessment and CIRCLE assessment for the 2022-2023 school year.

Evaluation Data Sources: Guided Math lessons

Progress monitoring and delivering IStation intervention lessons

Teacher created assessments

I-Station beginning, CIRCLE beginning, middle and end-of-year assessments

Student Data Portfolio to include: Phonological Awareness lessons/Alphabet knowledge lessons.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Continue with Dual Language Bilingual Education in grade Prek-4 (3rd year of implementation) Continue with GLAD (Guided Language Acquisition Design) to support teachers with pre-school strategies. Estrellita Program Fundations Phonics and learning Dynamics to support L2 in Dual Language Classrooms Really Great Reading Purchase headphones/technology for our EB population as needed. Identification and placement of students with Pre-LAS assessment for and LPAC requirements Lakeshore Learning Barnes & Noble Really Good Stuff Scholastic- Supplement classroom libraries (Weekly/Monthly) **Strategy's Expected Result/Impact:** EB students will be able to listen, speak, and understand each of the two program languages. They will learn to make connections between the two languages. **Staff Responsible for Monitoring:** Campus Administration School Improvement Coordinator Instructional Specialist Dual Language Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** General Supplies - 263: Title III, Part A English Language Acq. - 263.11.6399.00.102.25 - $5,729.52, Reading Materials - 263: Title III, Part A English Language Acq. - 263.11.6329.00.102.25 - $5,966				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: All students who are at risk of failing will be provided with remediation and instructional materials during the school day. Students will be referred to RTI and interventions will be monitored; instruction will target areas of need as determined by data analysis. (Daily) Special Education students will be provided accommodations/modifications as per their individual education plans. (Daily) **Strategy's Expected Result/Impact:** Targeted intervention will show student grown through progress monitoring documentation through RTI or IEP's. **Staff Responsible for Monitoring:** Campus Administration School Improvement Coordinator Campus Counselor Campus Reading intervention Teacher Instructional Specialist Classroom Teachers Special Education Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 4: Parents will be provided opportunities to participate in classes and training to increase partnership in the educational environment, as measured by an increase in documentation of number of parents attending such offerings in the 2022-2023 school year as compared to the 2021-2022 school year.

Evaluation Data Sources: Agendas, sign in sheets (in person or virtually)

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Increase parental involvement by recognizing student achievements through: Monthly Newsletter Campus and District Website Nine Week Awards Assemblies to include STAR Students, perfect attendance, and IStation students progress (Pre-k4) End-of-Year Assemblies: 9-Week Assemblies; EOY Assembly (In-person or Virtual) and farewell ceremony for Prek-4 students Monthly Parent Literacy sessions Provide training for parents with technology support, IStation for Reading and Math, Learning A-Z, and how to maneuver through Google classroom. Holiday presentations performed by Prek-3 and Prek-4 students Annual Parent Engagement Conference Opportunities for Parents and Parent Liaison to attend training at Region 19 Technology equipment, supplies and refreshments for parent meetings (Weekly/Monthly) **Strategy's Expected Result/Impact:** Increase student academic motivation and personal self-esteem. Increase shown through sign in sheets and parent surveys. **Staff Responsible for Monitoring:** Campus Administration School Improvement Coordinator Campus Counselor Campus Liaison Classroom Teachers **Funding Sources:** Reading Materials - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.102.30 - $200 , General Supplies - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.102.30 - $319, Employee Travel & Online Training - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.102.30 - $46.60, Non-Employee Travel - 211: Title I, Part A Improving Basic Programs - 211.61.6419.01.102.30 - $270, Food Purchases (Parent Refreshments) - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.102.30 - $383.40, Software/Site License - 211: Title I, Part A Improving Basic Programs - 211.61.6396.01.102.30 - $59, Region XIX - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.102.30 - $75, Technology Equipment - 289:Title IV, Part A Subpart 1 - 289.61.6395.03.102.30 - $1,076, General Supplies - 289:Title IV, Part A Subpart 1 - 289.61.6399.02.102.30 - $500, General Supplies - 289:Title IV, Part A Subpart 1 - 289.61.6399.01.102.30 - $400, Technology Equipment - 211: Title I, Part A Improving Basic Programs - 211.61.6395.11.102.30 - $1,200, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.61.6399.11.102.30 - $14.24, Food Purchases (Parent Refreshments) - 289:Title IV, Part A Subpart 1 - 289.61.6497.02.102.30 - $200, General Supplies - 289:Title IV, Part A Subpart 1 - 289.61.6399..03.102.30 - $536, Software/Site Licenses - 289:Title IV, Part A Subpart 1 - 289.61.6396.03.102.30 - $35, Repairs & Maintenance - 289:Title IV, Part A Subpart 1 - 289.61.6249.03.102.30 - $158 , Furniture & Equipment - 289:Title IV, Part A Subpart 1 - 289.11.6398.01.102.30 - $655, Misc. Operating Expenses - 289:Title IV, Part A Subpart 1 - 289.61.6499.02.102.30 - $223				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Literacy Workshops for parents to include the Book-of-the-Month and Region 19 annual parent involvement conference(s). Parents are provided with resources, reading strategies and book extensions; to support their child at home with literacy. Book-of-the-Month distributed to classrooms to also incorporate authors such as Eric Carle and David Shannon. (Monthly) **Strategy's Expected Result/Impact:** Promote reading at home and provide parents reading strategies to support students at home; Evidence by library book circulation; Literacy Meeting sign in sheets **Staff Responsible for Monitoring:** Librarian Aide Parent Liaison Instructional Specialist Counselor School Improvement Coordinator Administrator **TEA Priorities:** Build a foundation of reading and math	30%	50%	70%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 5: The campus will support professionals or paraprofessionals working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Finance department reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The special education instructional aide will provide additional academic support to the students. **Strategy's Expected Result/Impact:** To assist the struggling students in different academic areas. **Staff Responsible for Monitoring:** Special Education Aide and campus administrators	30%	70%	80%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 6: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hot spots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loya Primary School will utilize the CARE Act ESSER grant funds to help Pre-Kindergarten students during these difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges. **Strategy's Expected Result/Impact:** SEISD will utilize the CARE Act ESSER grant funds to help PK-12 students during these difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges. **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** Homelessness - 278 ARP I - Homeless Supplemental Grant - 280.11.XXXX.00.102.24 - $2,276, Homelessness - 280 ARP II Homeless Grant - 278.11.XXXX.102.24 - $7,046	30%	60%	75%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 7: The CRRSA Act of 2021 is intended to prevent, prepare for, and respond to the COVID-19 pandemic, to include any impacts on the social, emotional, mental health, and academic needs of students. The ESSER II Grant will be used to support the following expenditures: Loss of learning, technology integration, safe in-person return, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loss of learning- general supplies **Strategy's Expected Result/Impact:** Help students analyze and improve study methods and habits. Conduct ongoing assessment of student achievement through formal and informal testing. Be a positive role model for students and support the mission and goals of the campus and school district. Provide ongoing feedback of student achievement through formal and informal methods. **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** General Supplies - 281 ESSER II - 281.11.6399.01.102.34 - $821.19, School Supply Kits - 281 ESSER II - 281.11.6399.19.102.11 - $22,257.30	90%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Technology- provide additional devices for student use **Strategy's Expected Result/Impact:** Students will have better access to intervention opportunities and the educational interaction between students and teachers. With the incorporation of an all-inclusive technology environment, students will have better educational opportunities. **Staff Responsible for Monitoring:** Technology Director Campus Administrators Network Administrators IT Field Specialist	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: The ESSER II Grant will be used to support the following expenditures: Provide high quality professional development to faculty, instructional specialist, and staff that will increase instructional effectiveness and student academic achievement. **Strategy's Expected Result/Impact:** All faculty and support staff members will continue implementing district initiatives in a manner that proves to be effective in the efforts to reach academic achievement for all students. **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Campus Instructional Specialist	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The ESSER II Grant will be used to support the following expenditures: Educational activities and events that engage families and community and encourage parent involvement. **Strategy's Expected Result/Impact:** Increase student academic motivation and personal self-esteem. Increase shown through sign in sheets and parent surveys. **Staff Responsible for Monitoring:** Campus Administration School Improvement Coordinator Campus Counselor Campus Liaison Classroom Teachers **Funding Sources:** Reading Materials - 281 ESSER II - 281.61.6329.04.102.34 - $348.73, General Supplies - 281 ESSER II - 281.61.6399.04.102.34 - $547.46, Food Purchases - 281 ESSER II - 281.61.6497.04.102.34 - $116.65, Misc. Operating Expenses - 281 ESSER II - 281.61.6499.04.102.30 - $97.48	10%	40%	70%	100%

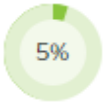
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: The ESSER II Grant will be used to support the following expenditures: Safe in-person return (nurse) **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Campus Instructional Specialist **Funding Sources:** Technology Equipment - 281 ESSER II - 281.33.6395.05.102.99 - $387.99, General Supplies - 281 ESSER II - 281.33.6399.05.102.99 - $2,274.39, Contracted Maintenance & Repair - 281 ESSER II - 281.33.6249.05.102.99 - $17.19	5%	65%	90%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: The ESSER II Grant will be used to support the following expenditures: Mental Health and Behavioral Support **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Campus Counselor **Funding Sources:** General Supplies - 281 ESSER II - 281.31.6399.06.102.99 - $2,776.14	20%	80%	85%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The ESSER II Grant will be used to support the following expenditures: Grant Administration	5%	100%	100%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: The ESSER II Grant will be used to support the following expenditures: Student Enrichment and afterschool programs to enhance and improve student academic achievement. **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Instructional Specialists **Funding Sources:** Extra Duty Pay - 281 ESSER II - 281.36.6117.08.102.99 - $2,880.77, Extra Duty Pay - 281 ESSER II - 281.36.6127.08.102.99 - $2,031.69, General Supplies - 281 ESSER II - 281.36.6399.08.102.99 - $8,923.39, Student Travel - 281 ESSER II - 281.36.6412.08.102.99 - $508, Buses - 281 ESSER II - 281.11.6494.08.102.30 - $400, Extra Duty Pay- Overtime - 281 ESSER II - 281.11.6121.08.102.11 - $131.27				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: The ESSER II Grant will be used to support the following expenditures: Resources to address needs of individual schools **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Instructional Specialists **Funding Sources:** General Supplies - 281 ESSER II - 281.11.6399.09.102.32 - $743.60, Technology Equipment - 281 ESSER II - 281.11.6395.09.102.11 - $4,995.95, Para-professional Pay - 281 ESSER II - 281.23.6129.09.102.99 - $20,149.43				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: The ESSER II Grant will be used to support the following expenditures: Retention of Employees				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: The ESSER II Grant will be used to support the following expenditures: Teacher supplies to enhance and improve student academic achievement. **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Instructional Specialists Classroom Teachers **Funding Sources:** General Supplies- TSF - 281 ESSER II - 281.11.6399.11.102.32 - $7,270.12				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 8: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The ESSER III Grant will be used to support the following expenditures: loss of learning, technology integration, professional development, Family/Community Engagement, after school enrichment program, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loss of learning- general supplies **Strategy's Expected Result/Impact:** Help students analyze and improve study methods and habits. Conduct ongoing assessment of student achievement through formal and informal testing. Be a positive role model for students and support the mission and goals of the campus and school district. Provide ongoing feedback of student achievement through formal and informal methods. **Staff Responsible for Monitoring:** Campus Principal School Improvement Coordinator **Funding Sources:** Extra Duty Teacher Pay - 282 ESSER III - 282.11.6117.01.102.34 - $12,250, Extra Duty Aide Pay - 282 ESSER III - 282.11.6127.01.102.34 - $3,677, Software/Site Licenses - 282 ESSER III - 282.11.6396.01.102.34 - $4,150, General Supplies - 282 ESSER III - 282.11.6399.01.102.34 - $4,299	25%	40%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The ESSER III Grant will be used to support the following expenditures: Loya Primary School will continue upgrading or adding devices for computer labs and assigned devices to the entry-level students' cohort. The computer labs and the students' devices will provide learning support to students' loss of learning due to the impact of COVID-19. (Yearly) **Strategy's Expected Result/Impact:** Students will have better access to intervention opportunities and the educational interaction between students and teachers. With the incorporation of an all-inclusive technology environment, students will have better educational opportunities. **Staff Responsible for Monitoring:** Technology Director Campus Administrators Network Administrators IT Field Specialist **Funding Sources:** Technology Equipment - 282 ESSER III - 282.11.6395.02.102.30 - $121,349.52, Software & Site Licenses - 282 ESSER III - 282.11.6396.02.102.30 - $5,250	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: The ESSER III Grant will be used to support the following expenditures: Provide high quality professional development to faculty, instructional specialist, and staff that will increase instructional effectiveness and student academic achievement. **Strategy's Expected Result/Impact:** All faculty and support staff members will continue implementing district initiatives in a manner that proves to be effective in the efforts to reach academic achievement for all students. **Staff Responsible for Monitoring:** Campus Principal School Improvement Coordinator Instructional Specialist **Funding Sources:** Region XIX - 282 ESSER III - 282.13.6239.03.102.99 - $1,406, Employee Travel - 282 ESSER III - 282.13.6411.03.102.99 - $339.40, Employee Travel - 282 ESSER III - 282.23.6411.03.102.99 - $100, Region XIX - 282 ESSER III - 282.23.6239.03.102.99 - $75, Region XIX - 282 ESSER III - 282.31.6239.03.102.99 - $75, Reading Material - 282 ESSER III - 282.13.6329.03.102.99 - $441.60	80%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The ESSER III Grant will be used to support the following expenditures: Provide parent liaison with training opportunities to better inform and assist parents and families in effectively supporting students. (Monthly/Bi-Monthly) **Strategy's Expected Result/Impact:** Continue supporting parents and families with tools to assist their children **Staff Responsible for Monitoring:** Campus Principal Campus Parent Liaison **Funding Sources:** Extra Duty Pay - 282 ESSER III - 282.11.6117.04.102.30 - $716.68, Extra Duty Pay - 282 ESSER III - 282.11.6127.04.102.30 - $565.89, Genral Supplies - 282 ESSER III - 282.61.6399.04.102.34 - $380, Employee Travel - 282 ESSER III - 282.61.6411.04.102.34 - $1,000, Food Purchases - 282 ESSER III - 282.61.6497.04.102.34 - $325, Pay - 282 ESSER III - 282.61.6129.04.102.30 - $46,170.23, 6142 - 282 ESSER III - 282.61.6142.04.102.30 - $7,376.92	20%	100%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Custodial- safe to return to campus. **Strategy's Expected Result/Impact:** To provide safe distance in the classroom to facilitate student learning. **Staff Responsible for Monitoring:** Classroom Teachers Admin	25%	40%	65%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: The ESSER III Grant will be used to support the following expenditures: Mental Health and Behavioral Support **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Campus Counselor **Funding Sources:** General Supplies - 282 ESSER III - 282.31.6399.06.102.99 - $2,174, Miscellaneous Operating Costs - 282 ESSER III - 282.31.6499.06.102.99 - $508.55, General Supplies - 282 ESSER III - 282.11.6399.06.102.32 - $3,920	25%	80%	85%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: The ESSER III Grant will be used to support the following expenditures: Grant Administration **Funding Sources:** At-Risk Teacher (1 FTE) Estimated Salary & Benefits - 282 ESSER III - 282.11.6119.07.102.30, Parent Liaison Elementary (1 FTE) Estimated Salary & Benefits - 282 ESSER III - 282.61.6129.07.102.30	20%	100%	100%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: The ESSER III Grant will be used to support the following expenditures: Student Enrichment and afterschool programs to enhance and improve student academic achievement. **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Instructional Specialists	5%	100%	100%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: The ESSER III Grant will be used to support the following expenditures: Resources to address needs of individual schools **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Instructional Specialists **Funding Sources:** General Supplies - 282 ESSER III - 282.11.6399.09.102.11 - $11,807.43	20%	100%	100%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: The ESSER III Grant will be used to support the following expenditures: Retention of Employees				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: The ESSER III Grant will be used to support the following expenditures: Teacher Supplies **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Instructional Specialists Classroom Teachers				

  No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Goal: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 1: Students, faculty, and staff will continue to demonstrate proficiency in instructional technology applications in all content areas.

Evaluation Data Sources: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs; usage reports of technology applications.

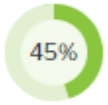
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: We will purchase additional technology to keep up with the demands of state testing and our intervention programs for math and reading. This will also allow us to ensure that all equipment is current and maintained for teachers and student use. Loya Primary will also implement and develop instruction and instructional resources to ensure activities and projects in all curricular areas will be enhanced through technology. (Monthly) Purchase age appropriate applications for both grade levels. CDW-G DELL Apple Education store HB Sound Pro Computing Shi Government Solutions Inc. **Strategy's Expected Result/Impact:** Improved overall student performance as indicated on the final report card, increase student success on the IStation reading and math and C-PALLS assessment. **Staff Responsible for Monitoring:** Campus Administration Campus Computer Teacher Campus Instructional Specialist Classroom Teachers District Instructional Officers **Funding Sources:** Software/Site License - 199: General, State Compensatory Education - 199.11.6396.00.102.30 - $16,900, Technology Equipment - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.102.30 - $11,413.77, Technology Equipment - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.102.30 - $4,496	30%	40%	70%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Goal: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Students will be involved in a variety of activities that promote STEM College and Career Readiness.

Evaluation Data Sources: Increase STEM College and Career Readiness opportunities to include all grade levels

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The Counseling & Guidance program will include: Various college readiness and career awareness activities among all students such as College Pep Rally, presentations on Career Paths, parent sessions through Progressing Together, College Career weekly spirit day on Monday, Parent Meeting on New Expectations for Reading/Mathematics with IStation Tiers for Pre-k4, Promoting Higher Education by recognizing student academic achievements: STAR student, perfect attendance, growth with IStation. (Weekly/Monthly) **Strategy's Expected Result/Impact:** Promote career readiness opportunities to include all students. Evident through counselor lesson plans and activity sign in sheets. **Staff Responsible for Monitoring:** Counselor Campus Administrator School Improvement Coordinator Classroom Teachers Campus Social Worker **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue implementing activities, now to include Art in the STEAM activities for our Prek-3 and Prek-4 students. Makerspace Engineering Labs STEAM Night if appropriate, to host a face-to-face event. Begin creating Loya Learning Center Art Classroom The Instructional Specialist and Math/Science Instructional Aide will collaborate and provide support. Monthly STEAM challenges and Makerspace to include updated equipment such as Code-a-Pillars and to maintain supplies for Makerspace and monthly STEAM challenges, all while connecting it to Literacy. (Weekly/Monthly) **Strategy's Expected Result/Impact:** Promote and increase the use of the engineering cycle to build and design STEAM prototypes that allow for problem solving and critical thinking skills. Makerspace helps to promote and focus on specific parts of the engineering cycle to aid in the building and designing of the monthly STEAM prototypes. All students will develop meaningful learning of language and mathematics and will be prepared for STEAM-related careers. Increase participation in STEAM-related activities. **Staff Responsible for Monitoring:** Campus Administration School Improvement Coordinator Instructional Specialist Math/Science Instructional Aide Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math	30%	45%	65%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Goal: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally through Campus Counselor and district Social Worker.

Performance Objective 1: Provide activities that promote and reinforce our campus core values of respect, responsibility, and safety with a decrease in overall discipline referrals from the 2021-2022 to the 2022-2023 school year.

Evaluation Data Sources: Comparison of number of discipline referrals from the 2022-2023 school year to the 2021-2022 school year as well as attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Maintain and monitor Positive Behavior Intervention and Support (PBIS) initiative. Update videos of appropriate behavior expectations, implement activities that support positive behavior with respect such as our PBIS 30 days without CVV's (Core Value Violations) and our quarterly PBIS celebrations. (Weekly/Monthly) PBIS Celebrations for students: Bi-monthly incentives: book giveaway, coloring books, bubbles, etc. PBIS dances Chalk the Block Movie night w/popcorn EOY Celebration PBIS Committee get involved with fundraising for events to reward students. **Strategy's Expected Result/Impact:** Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teachers				

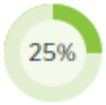
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Goal: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally through Campus Counselor and district Social Worker.

Performance Objective 2: Provide activities that target leadership and healthy social-emotional development for students.

Evaluation Data Sources: Record of activities relevant to objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide our Military families who have moved into SEISD to offer them a tour and information about our campus, explain district expectation goals and introduce them to the Pre-kindergarten guidelines of social and academic development through the resources from Texas Education Agency. Provide opportunities to have families involved with school activities. **Strategy's Expected Result/Impact:** Offering our students and families with academic and emotional support during each of their transition phases. Monthly check in's will be conducted offering extra instructional support for their children and themselves. Designate a day for "Military Mondays". **Staff Responsible for Monitoring:** Military Liaison Campus Administrator School Improvement Coordinator Campus Liaison Counselor Teachers Nurse				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Implementation of Campus Core Values traits which will be emphasized in daily lessons, discipline referrals (Core Values Violations) and increase Counseling Guidance lessons for students: Early childhood Social/Emotional lessons to be used with students. Counselor will have a calming area in her office to offer students a place where they can release and share feelings of sadness and anger. A rocking chair, a sensory box, fabric feeling chart, emotional cushions will be provided to each teacher to model and mimic the calming area for their classrooms. Safety of the learning community / RGC Technologies (Radios). Safety of the Learning Community for teachers, students and parents; use of Emergency Operation Plan. (Daily) **Strategy's Expected Result/Impact:** Create a safe environment that is conducive to academic success. Decrease of CVV/Discipline Referrals. Increase student motivation and positive behavior. **Staff Responsible for Monitoring:** Campus Counselor School Improvement Coordinator Classroom Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Classroom presentations that will address safety, respect, showing kindness, emotional frustration, diversity and acceptance, health awareness, positive choices/ consequences, and behavior. Programs to promote positive self image and confidence. Re-Think curriculum, reading materials, and supplemental material. (Monthly) Kindness matters (2nd semester). Recognize student achievement and improvement. **Strategy's Expected Result/Impact:** To promote healthy social and emotional development in our students, teachers, and staff. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior Evidenced through lesson plans / walkthroughs/ performance sign-in sheets **Staff Responsible for Monitoring:** Campus Counselor Classroom Teachers Administrator School Improvement Coordinator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Selected faculty and staff will attend training and conferences as part of the PBIS initiative, PESI (Ethics in Counseling), TCA conferences and other professional development organizations. Region 19 Professional Development to support PBIS. (Monthly) **Strategy's Expected Result/Impact:** Keep abreast of the latest research base practices to better support student's social emotional well-being and academic success. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior. **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Campus Counselor Classroom Teachers PBIS committee members.	N/A			

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Collaborate with partners in education such as the Alliance League of El Paso and other community entities to provide student in economic hardship with different services that will help them be successful in school. (Weekly) **Strategy's Expected Result/Impact:** To decrease stressors due to economic hardship or extenuating circumstances in order increase student academic success. **Staff Responsible for Monitoring:** Campus Counselor SEISD Social Worker Select Faculty and Staff				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Counselor will provide individual and small group counseling. (Daily) To include weekly in-classroom visits. The use of counseling resources and materials will be utilized to meet student needs in a developmentally appropriate manner. **Strategy's Expected Result/Impact:** To support students academic success by decreasing social, emotional, academic and behavioral issues that may be affecting school performance, personal relationships at school and home. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Administrator School Improvement Coordinator Campus Counselor Classroom Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Goal: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally through Campus Counselor and district Social Worker.

Performance Objective 3: Provide activities to increase student attendance rate from 83.05% (FEB 2022) in 2021-2022 to 95% in 2022-2023 school year.

Evaluation Data Sources: Record of activities relevant to objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: School Improvement Coordinator will lead attendance committee to meet bi-monthly to review incentives and students with 3 or more absences. Incentives will include: Free dress Friday, 9-week pizza party with administration, 9-week recognition at awards assembly and acknowledgement to parents. **Strategy's Expected Result/Impact:** Increased attendance rate and increased student motivation to be at school everyday. **Staff Responsible for Monitoring:** School Improvement Coordinator Attendance Committee Registrar/Attendance Clerk Campus Teachers	5%	40%	65%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

San Elizario Independent School District

Josefa L. Sambrano Elementary

2022-2023 Goals/Performance Objectives/Strategies

Mission Statement

Josefa L. Sambrano Elementary School will go beyond excellence by providing a nurturing learning environment that provides a solid foundation and instills a desire to be lifelong learners both academically and socially. In all that we do and all that we teach, we will provide education at an exemplary level.

Vision

Our students will be academically and socially developed citizens who are evolving in an innovative curriculum that meets the diverse needs of all students and equips them to be positive and contributing members of society.

Value Statement

At Josefa L. Sambrano students will be safe, respectful, and responsible.

Table of Contents

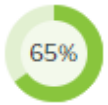
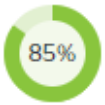
Goals 4
- Goal 1: To foster well-trained human capital in order to support student success and achievement. 4
- Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community. 7
- Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals. 38
- Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 43

Goals

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: To provide professional development to 100% of faculty and staff and administration that is geared toward academic areas that have been determined to be a need at the campus.

Evaluation Data Sources: Agendas, sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to include (Monthly PLC's):	Formative			Summative
	Sept	Nov	Jan	Mar
Amplify (mCLass) New Teacher Orientation Dictado - Dr. Lara DRA/EDL assessment training (campus base) Dual Language Professional Development EduHero online PD Estrellita PD GT training Guided Reading Handwriting Without Tears Houghton Mifflin Harcourt La Cosecha Conference (Virtual or in Person) Learning Dynamics PBIS Conference				

Reading Renaissance (AR & MAYON)

Sharon Wells Mathematics for 2nd grade

Seidlitz Education

TABE Conference

TexQuest

Wilson Language

Region 19 : Autism Conference

Mental Health Conference

Border Conference

Reading Academies for Kindergarten teachers and Administrators

SuccessEd (RTI)

Strategy's Expected Result/Impact: Overall increase in student achievement in all content areas through the implementation of skills and strategies acquired through training.

Staff Responsible for Monitoring: Campus Administration
Campus Instructional Specialists
District Instructional Officers

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction

Funding Sources: Campus Guest Teacher - 199: General, Basic - 199.11.6112.40.103.99 - $7,500, Sharon Wells - 211: Title I, Part A Improving Basic Programs - 211.13.6299.00.103.30 - $13,288, SuccessEd RTI - 199: General, Basic - 199.11.6396.00.103.30 - $532, Professional Development - TABE - 199: General, Bilingual Education - 199.13.6411.12.103.25 - $4,500, EduHero - 199: General, Basic - 199.13.6396.00.103.99 - $700, Professional Development - R19 - 199: General, Basic - 199.31.6239.00.103.99 - $150, Professional Development - TABE and La Cosecha - 199: General, Basic - 199.23.6411.12.103.99 - $3,000, In-District PD/Staff Development - Seidlitz & Dr. Lara - Dictado - 199: General, Bilingual Education - 199.13.6411.13.103.25 - $7,000, R19 ESC - 199: General, Special Education - 199.13.6239.00.103.23 - $500, PD - Dr. Jose Medina - Dual Language - 199: General, Bilingual Education - $11,000, Unique Learning - Lesson PIX - 199: General, Special Education - 199.11.6396.00.1903.23 - $976, PD - SPED - Region 19 - 199: General, Special Education - 199.13.6239.00.103.23 - $350, Employee Travel - Admin - 199: General, Bilingual Education - 199.23.6411.12.103.25 - $1,500, Software/Site Licenses - 199: General, State Compensatory Education - 199.11/6396.00.103.30 - $48,000, mClass - 199: General, Basic - 199.13.6299.00.103.36 - $5,000, Estrellita PD - 199: General, Bilingual Education - 199.13.6299.00.103.25 - $3,200

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus Instructional Specialists will work with classroom teachers to support student learning through professional learning communities and modeling lessons utilizing best practices while implementing district initiatives in all content areas to include team building for faculty and staff.(2 FTE's) (Daily) **Strategy's Expected Result/Impact:** Increase of student achievement in all content areas. **Staff Responsible for Monitoring:** Campus Administration District Instructional Officers Campus Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Specialist - (2 FTE's) Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.13.6119.00.103.30 - $151,151.24, Reading Material - Seidlitz - 199: General, Bilingual Education - 199.13.6329.00.103.25 - $1,200	35%	50%	75%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Professional Learning Communities will meet weekly for 90 minutes to align instruction and assessments to include data review. (Weekly) **Strategy's Expected Result/Impact:** An increase in student achievement in all content areas that is achieved through planning a powerful first teach, planning with the end in mind and monitoring student achievement through data review. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	35%	50%	80%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 1: 80% of kinder grade students will be reading at a DRA/EDL Reading level of 4 by the end of the 2022-2023 school year.
80% of first grade students will be reading at a DRA/EDL Reading level of 16 by the end of the 2022-2023 school year.
80% of second grade students will be reading at a DRA/EDL Reading level of 28 by the end of the 2022-2023 school year.

Evaluation Data Sources: IStation beginning, middle and end of the year assessments
DRA / EDL Guided Reading Levels: Monthly levels to be checked by Instructional Coaches and Admin.
Guided Reading Binders; to include guided reading lessons; IStation intervention lessons / Running Records
Weekly test and data meetings
Implement Accelerated Reading (AR) for student independent reading practice.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide research-based instructional resources that are aligned to the TEKS through the use of the following (Daily): Amazon Barnes and Noble literacy purchases Basic instructional supplies/Warehouse Benchmark Education Capstone-Pebble Go Curriculum Associates - Math and Reading DRA/EDL Reading Kits Estrellita Follett School Solutions IStation Reading and Math Kami Notable Lakeshore Learning Materials Learning A-Z (RAZ and Vocabulary) Lunita Okapi Reading Renaissance (AR) Really Good Stuff Shi government Voyager Sopris Scholastic School Specialty Steps to Literacy Wilson Language (Fundations) TexQuest Valley Speech **Strategy's Expected Result/Impact:** Improvement in all core content areas with monitoring through the following means:	30%	70%	85%	

Guided Reading binders IStation DRA/EDL - running records TELPAS Walkthroughs /T-TESS Coaching Cycle feedback/reflection Lesson Plans Kami Notable **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Imagination Station (iStation) - A-Z, Kami - 199: General, Basic - 199.11.6396.00.103.30 - $48,000, Intervention kits/Supplies General - 199: General, State Compensatory Education - 199.11.6399.00.103.30 - $33,000, Software - 199: General, Basic - 199.13.6396.00.103.99 - $700, Reading materials - 199: General, Bilingual Education - 199.11.6329.00.103.25 - $1,200, Reading Kits - 199: General, Basic - 199.11.6329.00.103.36 - $15,500, Technology Equipment - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.103.30 - $29,885, General Supplies - 199: General, Basic - 199.11.6399.00.103.11 - $11,300, General Supplies Bilingual - 199: General, Bilingual Education - 199.11.6399.00.103.25 - $33,165, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.103.30 - $596, General Supplies - 199: General, Special Education - 199.11.6399.00.103.23 - $4,150, General Supplies - GT - 199: General, Gifted & Talented - 199.11.6339.00.103.21 - $710, Bilingual Supplies - 263: Title III, Part A English Language Acq. - 263.11.6399.00.103.25 - $12,028.88, Supplies - 199: General, State Compensatory Education - 199.11.6399.00.103.36 - $20,876.70, Reading Materials - 289:Title IV, Part A Subpart 1 - 289.12.6329.01.103.30 - $4,387, Software Site and Licenses - 281 ESSER II - 281.11.6396.01.103.30 - $38				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Update library resources for student and classroom use. (Monthly) **Strategy's Expected Result/Impact:** Increase in students' reading level to include comprehension and fluency that is monitored through library usage, Accelerated Reading tests, reading and fluency graphs. Update the library to meet the needs of K-2nd Grade Level Readers. **Staff Responsible for Monitoring:** Campus Administration Librarian Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Library Resources - 199: General, Basic - 199.12.6329.00.103.99 - $3,000, General Supplies - 199: General, Basic - 199.12.6399.00.103.99 - $700, General Supplies - Toner - 199: General, Basic - 199.12.6399.53.103.99 - $400	40%	80%	95%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Purchase books for read-alouds for grades K-2nd from Barnes and Noble, to include book titles that have bilingual counterparts for alignment for instructional alignment, MYON license for AR reading books, add digital books from EPIC and Capstone and Bookflix (Monthly) **Strategy's Expected Result/Impact:** Increase in reading comprehension and fluency as monitored by increase in reading levels. **Staff Responsible for Monitoring:** Campus Administration Teacher Campus Instructional Specialist Librarian **TEA Priorities:** Build a foundation of reading and math - **Funding Sources:** Reading Material - 211: Title I, Part A Improving Basic Programs - 211.11.6329.00.103.30 - $0, Reading Material - 199: General, Special Education - 199.11.6329.00.103.23 - $600	40%	80%	95%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 2: For the 2022-2023 school year, the campus will begin a school-wide writing baseline to gauge student success with letter formation, penmanship and basic simple sentence structure. A campus-wide monthly writing sample collection will be implemented to address the writing process and determine growth per grade level expectations.

Evaluation Data Sources: 2022-2023 will utilize a teacher made writing rubric and establish a writing framework addressing the writing process.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Incorporate K-2nd journal writing following Writers Workshop model. Writer's Workshop for grades K-2 to facilitate writing instruction to include the use of rubrics and graphic organizers through the use of the following: (Monthly) Readers and Writers Workshop Curriculum Associates SHI government **Strategy's Expected Result/Impact:** Application of the writing process to include revising and editing to produce a final product. Overall increase in the utilization of the skill-set taught as monitored through rubrics, campus and unit assessments. Able to respond to a Writing Prompt for 2nd grade students. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Specialist Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** General Supplies - 199: General, Basic - 199.11.6399.00.103.11 - $11,300	50%	60%	70%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 3: For the 2022-2023 school year, common benchmark assessments, 6-week math assessment results and IStation Tier reports will reflect increases in mathematics as per the following:

Grade: Kinder
Approaches- 5% increase in the EOY local campus assessment for Math from the 2021-2022 EOY assessment results.
Meets- 5%
Masters- 5%

Grade: 1st
Approaches- 7%
Meets- 7%
Masters- 7%

Grade: 2nd
Approaches- 7%
Meets- 7%
Masters- 7%

Evaluation Data Sources: Common assessment scores, 6-week math assessment results, IStation Tier Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Purchase/Provide research-based resources to support classroom instruction incorporating the following resources: (Monthly) Houghton Mifflin textbook resources IStation Math (K-2nd grade) STEMScopes for Math (K-2) Classroom Kits Sharon Wells Math Curriculum (2nd Grade) Curriculum Associates Math Manipulatives: Color tiles, pattern blocks, clocks, scales, etc. Lakeshore Learning Math Kits to focus on numeracy, shapes and number sense STEMScopes Math/Accelerate Learning Kami Notable Accelerated Learning AR (MYON) Starfall **Strategy's Expected Result/Impact:** Increase in student achievement through the use of manipulatives, problem-solving methodologies, basic facts, and various strategies that will lead to an increase in student mastery in unit and campus assessments. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Specialist Teachers **TEA Priorities:** Build a foundation of reading and math - **Funding Sources:** ImagineNation (iStation) - Kami - Learning A-Z - 199: General, Basic - 199.11.6396.00.103.30 - $48,000, Math and Reading Intervention kits and General Supplies - 199: General, State Compensatory Education - 199.11.6399.00.103.30 - $33,000, Instructional Supplies - 199: General, Basic - 199.11.6399.00.103.36 - $28,900				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue with Guided Math in K-1st grade to include learning stations while also using Math STEMScopes. (Daily) **Strategy's Expected Result/Impact:** Increase in foundational knowledge and comprehension in regard to number sense and moving from the concrete to abstract way of thinking and problem solving. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Specialist District Instructional Officers Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 4: For the 2022-2023 school year the campus will implement the use of a Science lab/Makerspace lab. The campus will continue with the Engineering Connection lab as well as utilizing STEMScopes.

Evaluation Data Sources: 2022-2023 STEMScopes Assessment Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: A math/science instructional aide is on staff to support teacher with instruction in those content areas. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Increase in performance in content areas on unit and campus assessments. Increase in participation of activities and lessons in the Engineering labs. **Staff Responsible for Monitoring:** Campus Administration Teachers **Funding Sources:** Instructional Aide - (1 FTE) Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.103.30 - $31,416.76, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.11.6399,00.103.30 - $0, General supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.103.30 - $7,014.17, General supplies - 289:Title IV, Part A Subpart 1 - 289.31.6399.02.103.30 - $3,996	30%	50%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide (Daily) research-based resources and supplies to support classroom instruction such as: STEMScopes to support classroom instruction, replenishment of science lab materials and makerspace supplies. **Strategy's Expected Result/Impact:** Increase mastery of content and performance as measured through unit and campus assessments. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Specialist Teachers District Instructional Officer **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Supplies & Materials - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.103.30, Technology - 199: General, State Compensatory Education - 199.11.6395.00.103.30 - $490.27, General supplies - STEAM Activities - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.103.30 - $0	30%	50%	85%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: 2022-2023 performance for Special Populations to include English Language Learners (EL) , Gifted and Talented (GT), students receiving Special Education Services (SPED), and students identified as in Transition (Migrant and/or Homeless) will demonstrate growth in each assessed subject area, through the provision of appropriate differentiated curricula and instruction. English Language Learners will improve one proficiency level in 2022-2023.

Evaluation Data Sources: 2022-2023 TELPAS Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Purchase GT testing materials and scoring services for GT nominated students. (Yearly) Purchase materials for GT student projects face-to-face or virtual learning (Monthly) Purchase materials and snacks for GT Family Night/Virtual learning (Yearly) Provide opportunities for our GT students to participate in Adventures in Learning field trips and additional field trips, face-to-face or virtually. (Yearly) Extra Duty Pay for GT Family Night **Strategy's Expected Result/Impact:** Differentiated instruction for GT student population as measured by projects and increased academic achievement. **Staff Responsible for Monitoring:** Campus Administration Teacher GT Coordinator **Funding Sources:** Testing Material - 199: General, Gifted & Talented - 199.11.6339.00.103.21 - $750, General Supplies - 199: General, Gifted & Talented - 199.11.6399.00.103.21 - $710, 199.13.6299.00.103.21 - 199: General, Gifted & Talented - 199.13.6299.00.103.21 - $250, Extra Duty Pay - 199: General, Gifted & Talented - 199.11.6117.01.103.21, Food - 199: General, Gifted & Talented - 199.11.6497.00.103.21 - $100				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue to implement Dual Language Model for K-2 with fidelity (Daily). Attend Professional Development for Dual Language to include PD with Dr. Jose Medina grade 1st-2nd grade. Attend Seidlitz PD for classroom strategies supporting EL students. Dr. Lara - Dictado Continue to implement Guided Language Acquisition Design (GLAD) and ELPS to support our EL student population. (Daily) Use of Estrellita to support phonics and reading K-2 in bilingual classrooms., to include Lunita for 2nd grade. (Daily) Identification and placement of students in the bilingual program through state-approved assessments. (As needed) Testing Materials - LAS Purchase of Reading Material in conjunction with Seidlitz Supplies need for Dual Language Instruction in the classroom PD - Dr. Jose Medina Okapi Guided leveled readers **Strategy's Expected Result/Impact:** Increase in vocabulary development and reading levels, comprehension, and fluency across all content areas. Measured through walkthroughs, unit and campus assessments, and TELPAS. **Staff Responsible for Monitoring:** Campus Administration Teachers Campus Instructional Specialists Reading Interventionist Teacher District Instructional Officers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Testing Materials - 199: General, Bilingual Education - 199.11.6339.00.103.25 - $1,200, Reading Material - 199: General, Bilingual Education - 199.13.6329.00.103.25 - $1,200, General Supplies - 199: General, Bilingual Education - 199.13.6399.00.103.25 - $33,165, In-District PD/Staff Development - 199: General, Bilingual Education - 199.13.6411.13.103.25 - $7,000, PD - Dual Language - 199: General, Bilingual Education - 199.23.6411.14.103.25 - $11,000, Supplies - 263: Title III, Part A English Language Acq. - 263.11.6399.00.103.25 - $3,015.40, Reading Material - 263: Title III, Part A English Language Acq. - 263.11.6329.00.103.25 - $17,296.53				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Special Education students will be provided accommodations/modifications as per their Individual Education Plans. Tutoring will be offered to Special Education Students. License for RTI Success Ed **Strategy's Expected Result/Impact:** Differentiated instruction and support will result in an increase of meets in all core content areas. **Staff Responsible for Monitoring:** Campus Administration Teachers Special Education Teachers Special Education Instructional Aides (5) **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Site Licenses - Unique Learning and Learning PIX - 199: General, Special Education - 199.11.6396.00.103.23 - $976, RTI Success Ed - 199: General, Special Education - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: All students that are at risk of failing will be provided with remediation and instructional materials during Fall and Spring intersession and after-school tutoring sessions as needed. (Daily/Weekly) Fall (2022) and Spring (2023) Intersession(s) will be offered to students needing the extra support. Bilingual kinder students will continue to have a Fall and Spring intersession to meet the state requirement for the summer. Each intersession will consists of 30 hours each semester and 30 in the summer. Morning Intervention block will be implemented for all K-2 students. Targeted interventions will be determined from our data analysis. Transportation will be provided for students that attend tutorials. Special Education students will be provided tutoring to assist in areas of need. **Strategy's Expected Result/Impact:** Improvement in all core content areas with monitoring through lesson plans, walkthroughs, tutoring logs, Unit and campus-based assessments, TELPAS, and reading levels. **Staff Responsible for Monitoring:** Campus Administration Special Education Teachers **Funding Sources:** Reclassified Transp-Exp - Tutoring - 199: General, State Compensatory Education - 199.11.6494.05.103.30 - $8,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: Participation by parents and community members in school-based/virtual activities will increase from the 2021-2022 school year to the 2022-2023 school year.

Evaluation Data Sources: Documentation of Participation in Activities (Agendas, sign-in sheets kept by counselor, librarian, administration)

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide campus activities that promote family relationships and build self-esteem such as Honor Roll Assemblies, Grandparent's Day Celebration, Coffee with the Principal, 2nd grade farewell activities, Holiday celebration performances. Provide campus activities that increase parental involvement and support student achievement done virtually or in person if safety /health guidelines permit, such as: Academic Awards for students Barnes & Noble Book-of-the-Month to support literacy Bullying Prevention presentation Coffee with the Principal Student Safety COVID-19 safety health guidelines presentations Dual Language Information night EL strategies for language acquisition GT Family Night Literacy: Red Across America Celebration week Mental Health Awareness for social/emotional needs presentations Music Performance by students Practical Parent Education (parental engagement curriculum) STEM Expo Technology Platform training: Google Classroom and Zoom TELPAS information, Open House, Title I, Title III, Math and Reading, information sessions. Parent Literacy Sessions to include 2 weekly sessions on various topics. Supplies and Materials for Parent and Family Engagement Resource Center. (Monthly) **Strategy's Expected Result/Impact:** Increase in students' social/emotional well-being. Increase home/school connection to inform parents on various strategies to help their children achieve success. **Staff Responsible for Monitoring:** Campus Administration Teachers Counselor Librarian	40%	50%	80%	

Music Teacher
Campus Instructional Coach
District Instructional Officers
Parent Liaison

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning

Funding Sources: Parent refreshments - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.103.30 - $409.59, Reading materials - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.103.30 - $310.20, Supplies - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.103.30 - $162.68, Travel Employee - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.103.30, Travel Non-Employee - 211: Title I, Part A Improving Basic Programs - 211.61.6419.01.103.30 - $360, ESC-Region 19 - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.103.30 - $0, Misc. Operating Expenses - 199: General, Basic - 199.31.6499.00.103.99 - $500, Technology Equipment - Printer for Parent Resource Center - 211: Title I, Part A Improving Basic Programs - 211.61.6395.01.103.30 - $1,850.96, Supplies and Materials - Rollover funds - 211: Title I, Part A Improving Basic Programs - 211.11.6399.11.103.30 - $1,120.17

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Increase in parent involvement through recognizing student achievements such as perfect attendance, honor roll, student-of-the-month, end-of-year awards for grades K-2nd Grade. (Every 9 weeks) **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Campus Administration Teachers Counselor Parent Liaison **Funding Sources:** Awards - 199: General, Basic - 199.11.6499.19.103.11 - $6,000	25%	50%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Enhance home and school connection through the use of Class Dojo, Google Classroom, Zoom platform, Monthly Newsletters. Communicate through campus social media outlet, campus and district websites. Parent Attendance of the Annual Parent Conference at Region 19. Computer accessibility for parents during registration, for accessing the parent portal and any other access during the school year. (Monthly) **Strategy's Expected Result/Impact:** Increased communication with parents regarding campus and classroom activities. Continue to communicate through Dojo app to facilitate homework and will serve as a means for home and school communication. **Staff Responsible for Monitoring:** Campus Administration Teachers Parent Liaison Campus Secretary Librarian **Funding Sources:** Region 19 Parental Conference - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.103.30 - $0, Employee Travel - Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.103.30 - $0, Software/Site License - 211: Title I, Part A Improving Basic Programs - 211.61.6396.01.103.30 - $59	50%	50%	75%	

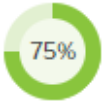
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Involve parents in the development/revision of the district policy and parent compact by conducting annual meetings to inform parents of their child's participation in Title I Part A program requirements and their right to be involved. Have parents serve on the following committee: DAT, SHAC, LPAC and SBDM and participate in monthly parent sessions. (Monthly) **Strategy's Expected Result/Impact:** Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement. **Staff Responsible for Monitoring:** Principal Counselor Parent Engagement Representative State and Federal Programs Coordinator **Title I:** 2.5, 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture	25%	50%	75%	

No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 7: The campus will support professionals or paraprofessional working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The special education professional or paraprofessional will provide additional academic support to students. **Strategy's Expected Result/Impact:** To assist the struggling student in all academic areas. **Staff Responsible for Monitoring:** Campus Administration SPED Teachers SPED aides				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 8: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hotspots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Sambrano Elementary School will utilize the CARE Act ESSER grant funds to help K-2 grade students during these difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges. **Strategy's Expected Result/Impact:** Close learning gaps attributed to the COVID19 pandemic. **Staff Responsible for Monitoring:** School administration Teachers Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	30%	50%	75%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

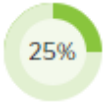
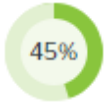
Performance Objective 9: The CRRSA Act of 2021 is intended to prevent, prepare for, and respond to the COVID-19 pandemic, to include any impacts on the social, emotional, mental health, and academic needs of students. The ESSER II Grant will be used to support the following expenditures: Loss of learning, technology integration, safe in-person return, continuity of services, mental health and behavioral supports, and grant administration.

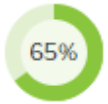
Evaluation Data Sources: Data reports and grant deliverables

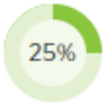
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loss of Learning - Supplies, manipulatives, intervention kits needed to support loss of learning. Tutoring and intersession intervention will also be provided and implemented for student learning support throughout the school year. **Strategy's Expected Result/Impact:** Close learning gaps attributed to COVID-19. **Staff Responsible for Monitoring:** Administration Teachers Instructional Specialists Reading Intervention Teacher **Funding Sources:** Supplies - 281 ESSER II - 281.11.6399.01.103.30 - $41,373.52, Software Site and Licences - 281 ESSER II - 281.11.6396.01.103.30 - $38, Technology - 281 ESSER II - 281.11.6395.01.103.30 - $4,497.88, Reading Materials - 281 ESSER II - 281.11.6329.01.103.30 - $2,147.75	40%	50%	75%	

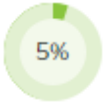
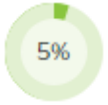
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Technology Integration - Purchase of equipment, material, supplies, instructional resources to support learning. **Strategy's Expected Result/Impact:** Close learning gaps due to COVID-19 through the integration of technology and purchasing applicable resources and general supplies. Monitor student data through PLC meetings to meet needs of individual students. **Staff Responsible for Monitoring:** Administration Teachers Instructional Specialist Computer Lab Aide **Funding Sources:** supplies - 281 ESSER II - 281.11.6399.11.103.11 - $17,500	60%	75%	80%	

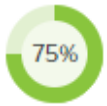
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide faculty and staff with strategic staff development targeting our programs and initiatives. **Strategy's Expected Result/Impact:** Provide teachers with strategies and tools they can implement and utilize in the classroom to support student learning and help close gaps in learning attributed to the pandemic. **Staff Responsible for Monitoring:** Campus Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Family Community and Engagement - provide parents with sessions such as literacy sessions, mental awareness sessions, socio-emotional activities. Purchase supplies, reading material misc. expenditures to attract parental engagement. **Strategy's Expected Result/Impact:** Provide parents with strategies and materials to support them in assisting their children at home in their academics. Close gaps in learning from strategies learned and provide students with the home and school connection. **Staff Responsible for Monitoring:** Campus Administration Parent Liaison **Funding Sources:** General Supplies - 281 ESSER II - 281.61.6399.04.103.30 - $603, Food Purchases - 281 ESSER II - 281.61.6497.04.103.30 - $39.84				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Safe to return in person and continuity of services. **Strategy's Expected Result/Impact:** No monies budgeted. **Funding Sources:** supplies - 281 ESSER II - 281.33.6399.05.103.99 - $2,169.58, Technology Equipment - 281 ESSER II - 281.61.6395.05.103.99 - $387.99, General Supplies for Maintenance and Operations - 281 ESSER II - 261.61.6319.05.103.99 - $8,475				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Mental Health and Behavior Supports - Purchase general supplies, reading material, furniture that will provide socio-emotional support. **Strategy's Expected Result/Impact:** For teachers to improve the overall quality of instruction **Staff Responsible for Monitoring:** Administration Counselor Parent Liaison Nurse **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Furniture - 281 ESSER II - 281.11.6398.06.103.11 - $9,434.18, General Supplies - 281 ESSER II - 281.11.6399.06.103.11 - $5,711.42, Furniture and Equipment - 281 ESSER II - 281.31.6398.06.103.99 - $151.98, General Supplies - 281 ESSER II - 281.31.6399.06.103.99 - $562.97, Miscellaneous Operating Expenses - 281 ESSER II - 281.31.6499.06.103.99 - $604.76				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Grant Administration **Strategy's Expected Result/Impact:** No monies allocated				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Student Enrichment and After School Programs - Continue with the after school programs in place to possible add another program. **Strategy's Expected Result/Impact:** Students will have better access to intervention opportunities and the educational interaction between students and teachers. Provide students with an environment and bus transportation where they can socialize, compete, learn and help with their over-all socio-emotional status. **Staff Responsible for Monitoring:** Administration Teachers willing to work the special programs Teacher aides Monitors **Funding Sources:** General Supplies - 281 ESSER II - 281.36.6399.08.103.99 - $15,415.19, Extra Duty Pay - Professional - 281 ESSER II - 281.36.6117.08.103.99 - $2,095.94, Extra Duty Pay - Hourly - 281 ESSER II - 281.36.6127.08.103.99 - $2,510.79, Transportation - 281 ESSER II - 281.36.6494.08.103.99 - $400, Extra Duty Pay - 281 ESSER II - 281.11.6117.08.103.11 - $1,722.32, Overtime - 281 ESSER II - 281.11.6121.08.103.11 - $194.85, Extra Duty Pay - 281 ESSER II - 281.11.6127.08.103.11 - $1,795.32, Medicare - 281 ESSER II - 281.11.6141.08.103.11 - $49.86, Workman's Compensation - 281 ESSER II - 281.11.6143.08.103.11 - $24.93, TRS - 281 ESSER II - 281.11.6146.08.103.11 - $357.71, OSADI - 281 ESSER II - 281.11.6149.08.103.11 - $52.51, Reading Materials - 281 ESSER II - 281.11.6329..08.103.30 - $972.45, General Supplies - 281 ESSER II - 281.11.6399.08.103.30 - $471.40, Overtime - 281 ESSER II - 281.36.6121.08.103.99 - $364.50, Medicare - 281 ESSER II - 281.36.6141.08.103.99 - $66.27, W Comp - 281 ESSER II - 281.36.6143.08.103.99 - $44.75, TRS - 281 ESSER II - 281.36.6146.08.103.99 - $475.71, OASDI - 281 ESSER II - 281.36.6149.08.103.99 - $70.20, Furniture and Equipment - 281 ESSER II - 281.36.6398.08.103.99 - $687.46, Buses - 281 ESSER II - 281.36.6494.08.103.99 - $400				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Resources to address needs of individual schools. Grade level reconvene to order general supplies needed to ensure alignment of the curriculum across the board. Purchase letters for the marquee. Purchase Smart Boards if needed. (Currently being used for Monitor Pay). **Strategy's Expected Result/Impact:** Students will have better access to intervention opportunities and the educational interaction between students and teachers. The incorporation of an all-inclusive software license students will have better educational opportunities. **Staff Responsible for Monitoring:** Technology Director Campus Administrator Network Administrator IT Field Specialist **Funding Sources:** Furniture and Equipment - 281 ESSER II - 281.11.6398.09.103.11 - $177.97, Technology Equipment - 281 ESSER II - 281.11.6395.09.103.11 - $9,493.83, Software Licenses - 281 ESSER II - 281.11.6396.09.103.11 - $38, Employee Travel - 281 ESSER II - 281.11.6411.09.103.11 - $393.30, Student Travel - 281 ESSER II - 281.11.6412.09.103.11 - $2,185, Student Travel - 281 ESSER II - 281.11.6412.09.103.23 - $112.50, Reclassified Transp. Expense - 281 ESSER II - 281.11.6494.09.103.11 - $4,278, Paraprofessional Pay - 281 ESSER II - 281.23.6129.09.103.99 - $9,984.39, Medicare - 281 ESSER II - 281.23.6141.09.103.99 - $143.69, W. Comp - 281 ESSER II - 281.23.6143.09.103.99 - $51.96, TRS - 281 ESSER II - 281.23.6146.09.103.99 - $1,004.29, OASDI - 281 ESSER II - 281.23.6149.09.103.99 - $170.09, Paraprofessional Pay - 281 ESSER II - 281.52.6129.09.103.99 - $21,172.34, Medicare - 281 ESSER II - 281.52.6141.09.103.99 - $330.95, W Comp - 281 ESSER II - 281.52.6143.09.103.99 - $133.66, TRS - 281 ESSER II - 281.52.6146.09.103.99 - $1,980.36, OASDI - 281 ESSER II - 281.51.6149.09.103.99 - $400.84, Technology Equipment - 281 ESSER II - 281.61.6395.09.103.99 - $4,571.33, Software/Site Licenses - 281 ESSER II - 281.61.6396.09.103.99 - $38, School supply KITS - 281 ESSER II - 281.11.6399.19.103.11 - $65,613.41	40%	50%	75%	

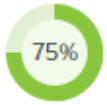
Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Retention of Employees - not campus based. **Strategy's Expected Result/Impact:** No monies allocated.	5%	5%	10%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Teacher supply fund - teacher allowance to purchase supplies needed for projects. **Strategy's Expected Result/Impact:** Close learning gaps through students creating projects as per the curriculum to motivate and engage. **Staff Responsible for Monitoring:** Administration Teachers Reading Interventionist **TEA Priorities:** Build a foundation of reading and math - **Funding Sources:** General Supplies - 282 ESSER III - 282.11.6399.11.103.11 - $17,272.58				

 No Progress  Accomplished  Continue/Modify  Discontinue

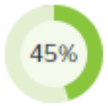
Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 10: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The ESSER III Grant will be used to support the following expenditures: loss of learning, technology integration, professional development, Family/Community Engagement, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Strategy 1 Loss of Learning - Supplies, manipulatives, intervention kits needed to support loss of learning. Tutoring and intersession intervention will also be provided and implemented for student learning support throughout the school year. **Strategy's Expected Result/Impact:** Close learning gaps attributed to COVID-19 in all content areas by providing intervention material. **Staff Responsible for Monitoring:** Administration Teachers Instructional Specialist Reading Intervention Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** General Supplies - 282 ESSER III - 282.11.6399.01.103.30 - $37,982, Extra Duty - Professional - 282 ESSER III - 282.11.6117.01.103.30 - $58,291.01, Extra Duty - Hourly - 282 ESSER III - 282.11.6127.01.103.30 - $6,121.29, Overtime - 282 ESSER III - 282.11.6121.01.103.30 - $283.05, Medicare - 282 ESSER III - 282.11.6141.01.103.30 - $1,101, W Comp - 282 ESSER III - 282.11.6143.01.103.30 - $744, TRS - 282 ESSER III - 282.11.6146.01.103.30 - $6,517.65, OASDI - 282 ESSER III - 282.11.6149.01.103.30 - $1,220, Reading Materials - 282 ESSER III - 282.11.6329.01.103.30 - $2,846.90, Software Site Licenses - 282 ESSER III - 282.11.6396.01.103.30 - $17,644.10				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Technology Integration - Purchase of equipment, material, supplies, instructional resources to support learning. Funding Not Applicable **Strategy's Expected Result/Impact:** Close learning gaps due to COVID-19 through the integration of technology and purchasing applicable resources and general supplies. Monitor student data through PLC meetings to meet needs of individual students. **Staff Responsible for Monitoring:** Administration Teachers Instructional Specialist Computer Lab Aide **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Technology Equipment - 282 ESSER III - 282.11.6395.02.103.30 - $286,566.38, Software/Site Licenses - 282 ESSER III - 282.11.6396.02.103.30 - $6,400, Subsctiptions/Site Licenses - 282 ESSER III - 282.11.6397.02.103.30 - $1,497.06, Furniture - 282 ESSER III - 282.11.6398.02.103.30 - $11,977.03	5%	60%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide faculty and staff with strategic staff development targeting our programs and initiatives and pay stipends when providing PD during non-teacher work days. **Strategy's Expected Result/Impact:** Provide teachers with strategies and tools they can implement and utilize in the classroom to support student learning and help close gaps in learning attributed to the pandemic. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** R19 ESC - 282 ESSER III - 282.13.6239.03.103.99 - $970, Employee Travel - 282 ESSER III - 282.13.6411.03.103.99 - $3,699, Reading Material Book Study - 282 ESSER III - 282.13.6329.03.103.99 - $4,290, Employee Travel - Admin - 282 ESSER III - 282.23.6411.03.103.99 - $287, Misc. Contracted Services - 282 ESSER III - 282.13.6299.03.103.99 - $4,030	40%	50%	65%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Family Community and Engagement - provide parents with sessions such as literacy sessions, mental awareness sessions, socio-emotional activities. Purchase supplies, reading material misc., snacks expenditures to attract parental engagement. Provide parent liaison opportunity to attend professional development to further enhance our parent participation **Strategy's Expected Result/Impact:** Provide parents with strategies and materials to support them in assisting their children at home in their academics. Close gaps in learning from strategies learned and provide students with the home and school connection. **Staff Responsible for Monitoring:** Campus Administration Parent Liaison **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Reading Materials - 282 ESSER III - 282.61.6329.04.103.30 - $3,247, Misc. Operating Expense - 282 ESSER III - 282.61.6499.04.103.30 - $239.33, General Supplies - 282 ESSER III - 282.61.6399.04.103.30 - $462 , Employee Travel - Parent Liaison - 282 ESSER III - 282.61.6411.03.103.30 - $550, Food purchases - 282 ESSER III - 282.61.6497.04.103.30 - $666, Extra duty pay - 282 ESSER III - 282.11.6117.04.103.30 - $2,438.43, Overtime - 282 ESSER III - 282.11.6121.04.103.30 - $50.30, Extra duty pay - 282 ESSER III - 282.11.6127.04.103.30 - $297.16 , Medicare - 282 ESSER III - 282.11.6141.04.103.30 - $37.01, W Comp - 282 ESSER III - 282.11.6143.04.103.30 - $27.37, TRS - 282 ESSER III - 282.11.6146.04.103.30 - $295.42, OASDI - 282 ESSER III - 282.11.6149.04.103.30 - $36.98, Paraprofessional Pay - 282 ESSER III - 282.61.6129.04.103.30 - $36,098.77, Medicare - 282 ESSER III - 282.61.6141.01.103.30 - $489.72, Health and Life Ins - 282 ESSER III - 282.61.6142.04.103.30 - $11,225, WC - 282 ESSER III - 282.61.6143.04.103.30 - $237.12, TRS - 282 ESSER III - 282.61.6146.04.103.30 - $2,960.21, OASDI - 282 ESSER III - 282.61.6149.04.103.30 - $585.88, Contracted Services - 282 ESSER III - 282.61.6299.04.103.99 - $4,927, Gen supplies - 282 ESSER III - 282.61.6399.04.103.30 - $462				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Safe to return to in person school and continuity of services. **Strategy's Expected Result/Impact:** For teachers to improve the overall quality of instruction. **Staff Responsible for Monitoring:** Administration Counselor Parent Liaison Nurse				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Mental Health and Behavior Supports. Social emotional work centers, books, supplies for classroom sessions and furniture. **Strategy's Expected Result/Impact:** To enhance the emotional and social aspect of our students and ensure academic success. **Staff Responsible for Monitoring:** Administration, Counselor, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Furniture and Equipment - 282 ESSER III - 282.11.6398.06.103.11 - $7,000, General Suplies - 282 ESSER III - 282.11.6399.06.103.11 - $15,000, Reading Materials - 282 ESSER III - 282.31.6329.06.103.99 - $1,459, General Supplies - 282 ESSER III - 282.31.6399.06.103.99 - $9,708, Miscellaneous Operating Costs - 282 ESSER III - 282.31.6499.06.103.99 - $20	30%	50%	75%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Grant Administration	5%	5%	5%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Student enrichment and after school programs. **Strategy's Expected Result/Impact:** Students will have better access to intervention opportunities and the educational interaction between students and teachers. And with the incorporation of an all-inclusive software license students' will have better educational opportunities. **Staff Responsible for Monitoring:** Technology Director Campus Administrator Network Administrator IT Field Specialist **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	30%	50%	80%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Resources to address needs of individual schools. Teachers will order supplies needed to ensure alignment across the grade levels and the purchase of smart boards. **Strategy's Expected Result/Impact:** To ensure student academic success. **Staff Responsible for Monitoring:** Administration, Instructional Specialists, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** General Supplies - 282 ESSER III - 282.11.6399.09.103.11 - $54,652.20, Technology - 282 ESSER III - 282.11.6395.09.103.11 - $3,428.80, Reading materials - 282 ESSER III - 282.11.6329.09.103.30 - $4,698 , Software/Site license - 282 ESSER III - 282.11.6396.09.103.11 - $96, Furniture and equipment - 282 ESSER III - 282.11.6398.09.103.11 - $2,700, General Supplies - 282 ESSER III - 282.33.6399.09.103.99 - $800	60%	70%	80%	→

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Retention of Employees. **Strategy's Expected Result/Impact:** Close learning gaps through students creating projects as per the curriculum to motivate and engage. **Staff Responsible for Monitoring:** Administration Teachers Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	5%	5%	10%	→

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Teacher supplies. **Strategy's Expected Result/Impact:** To ensure students success and a positive culture for teachers. **Staff Responsible for Monitoring:** Administration, Instructional Specialists, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	40%	50%	75%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 11: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVI-19 pandemic.

Evaluation Data Sources: Students progress reports, 9 week reports and Istation reading results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: To close the gaps in student learning in reading and mathematics a school tutor will work in small groups of students or one-to-one targeting the areas of need. Supplemental supplies and materials will be provide for the instruction. **Strategy's Expected Result/Impact:** The expected results will be to increase scores on reading and math by 1% to 2% **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, classroom teacher and student's tutor **Title I:** 2.5, 2.6 **Funding Sources:** Tutor Salary &Benefits - 278 ARP I - Homeless Supplemental Grant - 278.11.6127.00.103.24 - $2,752, Supplies & Materials - 278 ARP I - Homeless Supplemental Grant - 278.11.6399.00.103.24 - $500	5%	5%	50%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 12: ARP II - Homeless Grant Funding is to increase local education agencies (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

Evaluation Data Sources: Student's progress reports, 9 week reports, and Istation reading results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Sambrano Elementary will provide intervention to transition students with extra support in closing the gaps due to COVID-19 by hiring a part-time tutor. Also, supplies and materials will be provided for additional instructional support. **Strategy's Expected Result/Impact:** The expected result will be to increase students academic support and improve reading by 1% **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist and part-time tutor **Title I:** 2.5, 2.6 **Funding Sources:** Salary & Benefits Part-Time Tutor - 280 ARP II Homeless Grant - 280.11.6127.00.03.24 - $6,750, Reading Materials - 280 ARP II Homeless Grant - 280.11.6329.00.103.24 - $310, General Supplies - 280 ARP II Homeless Grant - 280.11.6399.00.103.30 - $2,000	5%	5%	20%	→

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 1: Faculty and staff will increase the use of technology through use of technology equipment and applications to support instruction, and students will demonstrate an increase in technology application proficiency in all content areas.

Evaluation Data Sources: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs and usage reports of technology applications.
The purchase of new desktops for computer lab to replace outdated machines.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Purchase additional technology to replace current resources that have become obsolete or have been discarded. Purchase additional technology resources/licenses to facilitate local and state assessments. Utilize technology applications to integrate technology with all core content areas such as Kami, Screencastify, etc. Purchase to replace technology equipment for student use in Computer Labs. Desktops for Administration Support tech assistance for teachers Office Depot ProComputing AGiProtect SEISD Warehouse Materials & Supplies Google Management Site License CDW-G Purchase toner for printers Dell HB electronics (Weekly) **Strategy's Expected Result/Impact:** Increase in performance and mastery across all core content areas as measured by unit and campus assessments and TELPAS state assessment.				

Staff Responsible for Monitoring: Campus Administrator
Teachers
Computer Instructional Aide
Campus Instructional Coaches
District Instructional Officers

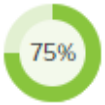
Funding Sources: Technology Equipment - 199: General, State Compensatory Education - 199.11.6395.00.103.30 - $50,000, General Supplies - Toner - 199: General, Basic - 199.11.6399.53.103.11 - $4,000, General Supplies Toner - 199: General, Basic - 199.12.6399.53.103.99 - $5,400, Supplies - 199: General, Basic - 199.13.6395.00.103.30 - $400 , Technology - 199: General, Basic - 199.13.6395.00.103.30 - $4,665.50, Technology - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.103.30 - $28,891.35, Technology equipment - 199: General, Bilingual Education - 199.11.6395.00.103.25 - $22,015









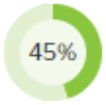
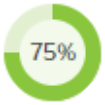
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide students support with online assessments by purchasing materials needed such as headphones, etc. **Strategy's Expected Result/Impact:** Improvement in academic areas in reading and math by providing students with supplies needed. **Staff Responsible for Monitoring:** Assistant Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Technology equipment (Headsets) - 199: General, Basic - 199.11.6395.00.103.30 - $1,354, Supplies - 199: General, Basic - 199.11.6399.00.103.36 - $1,750				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 2: Students will be involved in a variety of activities that promote STEM and College and Career readiness.

Evaluation Data Sources: Increase STEM and College and Career Readiness opportunities to include all grade levels.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Campus counselor will provide a variety of college and career readiness activities for students such as career day, college week activities to promote secondary education. Wear your College Shirt on Mondays (Weekly) **Strategy's Expected Result/Impact:** Increase student awareness of post-secondary opportunities, financial aid information and coursework. **Staff Responsible for Monitoring:** Campus Administration Campus Counselor Campus Counselor Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue to develop E-STEM campus for all grades K-2nd Grade to include: Engineering Labs - K-2nd Grade Maker Space - K-2nd Grade Genius Hour - GT Students grades 1st-2nd STEM Expo - K-2nd New Goal: K-2nd grade - Develop a 21st Century Skills Classroom that focuses on core content, learning and innovation skills, information media and technology skills, life and career skills, and Project-Based Learning. (Weekly) **Strategy's Expected Result/Impact:** Increase in participation of hands-on learning in the areas of math, science, and STEM-related activities that will lead to an increase in preparation of STEM and related careers. Increase in participation of STEM Expo. **Staff Responsible for Monitoring:** Campus Administration Campus Instructional Coaches Teacher Librarian Math/Science Instructional Aide District Instructional Officer **Funding Sources:** Technology Equipment -IPEVPO V4K - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.103.30 - $4,500, Technology Equipment - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.103.30 - $13,235				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: For the 2022-2023 school year, Sambrano Elementary will implement a plan of action to promote our PBIS core values of being respectful, being responsible and being safe which will lead to an overall decrease of discipline referrals from the previous school year.

Evaluation Data Sources: 2022-2023 Safety Reports, Discipline Referral Reports, Student Access to Interventions/Services, PBIS Implementation

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Continue to implement Positive Behavior Intervention and Support (PBIS) throughout the campus. All stakeholders will receive training through student made videos and review of reflection and referral forms. Continue to recognize students for achieving behavior goals through free dress and semester PBIS celebrations. (Daily) **Strategy's Expected Result/Impact:** Decrease in discipline referrals. **Staff Responsible for Monitoring:** Campus Administration Campus Counselor PBIS Committee **Funding Sources:** PBS Materials - 289:Title IV, Part A Subpart 1 - 289.32.6399.02.103.30 - $6,748	40%	50%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

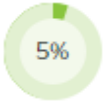
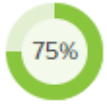
Performance Objective 2: Provide campus activities to promote social and emotional well-being for all students.

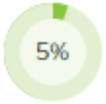
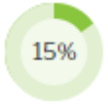
Evaluation Data Sources: Counselor logs and records of all activities.

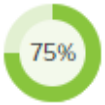
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide our military families who have moved into SEISD the opportunity to tour and receive information on our campus. Explain district expectation goals and introduce them to the state curriculum through the resources from Texas Education Agency. Provide opportunities and activities to engage all our students with awareness of the Armed forces. **Strategy's Expected Result/Impact:** Offering our students and families with academic and emotional support during each of their transition phases. Monthly check-in's will be conducted offering extra instructional support for their children and themselves. **Staff Responsible for Monitoring:** Military Liaison Campus Administrators District Home Liaison Counselor Teachers Nurse Parent Liaison	40%	55%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus Safety Management Team will work to identify issues pertaining to safety and responses to crisis situations to include informing teachers and staff of the plan. (Quarterly) **Strategy's Expected Result/Impact:** Improved response to crisis situations. **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers Nurse Custodial Staff Support Staff **Funding Sources:** supplies - 199: General, Basic - 199.31.6399.00.103.99 - $265, misc - 199: General, Basic - 199.31.6499.00.103.99 - $20	30%	50%	65%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus counselor will conduct classroom presentations on bullying, safety, random acts of kindness, self respect, character counts, Celebrate Red Ribbon Week, Career Awareness, positive choices and consequences and other topics as the need arises. (Weekly) **Strategy's Expected Result/Impact:** Increase in student achievement and decrease in discipline referrals. **Staff Responsible for Monitoring:** Campus Administration Campus Counselor **Funding Sources:** supplies - 199: General, Basic - 199.31.6399.00.103.99 - $265				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide opportunities for the PBIS campus team to attend professional development and conferences, including but not limited to: Circle-Up Positive and Restorative Practices to Relationship Building and Conflict Resolutions to support PBIS - Region 19 (Monthly) **Strategy's Expected Result/Impact:** Implementation of best practices to support PBIS and social/emotional student needs. **Staff Responsible for Monitoring:** Campus Administration Counselor PBIS committee				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide music class for Kindergarten, 1st and 2nd grade students on a weekly basis following an A/B/C schedule. Students will learn about the foundation of music and famous musicians, sound and rhythm patterns using various instruments. Musical instruments will be purchased from vendor Woodwind Brasswind. Curriculum used for program is Spotlight on Music publisher McGraw-Hill. **Strategy's Expected Result/Impact:** Through exposing students to fine arts our goal is to develop well-rounded students. **Staff Responsible for Monitoring:** Administration Music Teacher				

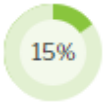
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Provide nurse with materials needed to provide adequate care to all students, including during any emergency (Daily). **Strategy's Expected Result/Impact:** All students will receive the necessary medical care during daily visits and emergency situations. **Staff Responsible for Monitoring:** Nursing Staff Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 3: Provide activities to increase student attendance rate from 89.22% in 2021-2022 to 95% in 2022-2023 school year

Evaluation Data Sources: Record of activities relevant to objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Assistant Principal will lead attendance committee to meet monthly to review incentives and monitor attendance reports for students with 3 or more absences. Incentives will include: 9-week pizza party with administration, 9-week recognition at awards assembly and acknowledgement to parents. Monthly grade level winner to be announced. **Strategy's Expected Result/Impact:** Increased attendance rate and increased student motivation to be at school everyday. **Staff Responsible for Monitoring:** Attendance Committee Attendance Clerk Campus Administrators Campus Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

San Elizario Independent School District

Lorenzo G. Alarcon Elementary

2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

Our students at Alarcon Elementary will excel in both academic and social areas in order to seek higher educational opportunities to become self-sufficient and productive citizens.

Vision

Alarcon Elementary School will be an institution of learning in which all students will be successful in all academic areas and acquire fluency in the English language. All students will strive to seek higher education opportunities and to become self-sufficient, productive citizens of their community and the greater society.

Table of Contents

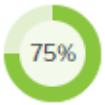
Goals 4
- Goal 1: To foster well-trained human capital in to order to support student success and achievement. 4
- Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community. 7
- Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals. 35
- Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 40

Goals

Goal 1: To foster well-trained human capital in to order to support student success and achievement.

Performance Objective 1: The campus will provide high-quality, ongoing professional development for 100% of instructional personnel. Relevant staff development completion and implementation will be geared to identified areas of academic needs. (Yearly)

Evaluation Data Sources: Documentation of Attendance at Staff Development Offerings, Evidence of Professional Development Implementation, STAAR/EOC Results, T-TESS Evaluations

Strategy 1 Details	Reviews			
Strategy 1: To provide staff development opportunities for Administration, teachers and staff (Monthly) :	Formative			Summative
	Sept	Nov	Jan	Mar
New Teacher Orientation T-TESS/SLO Refresher Lead4ward STAAR 2.0 and Leading Interventions Seidlitz Moving EL's Forward Okapi-Guided Reading PBIS Conference Sharon Wells Grades 3rd-5th TABE Conference La Cosecha (Virtually) TASA Conference Women's Conference Gifted and Talented core and 6-hour update online classes Mental Health in Schools Conference (3 SPED teachers, Counselor, Admin) Annual Autism Conference (SPED Team)				

Reading Academies through Region 19

TMEA Convention

EduHero online course (All teachers will adhere to timeline)

Dr. Jose Medina: Dual Language Classroom Training

Sharon Wells Training

(Yearly)

Strategy's Expected Result/Impact: Leadership and teachers will be trained to meet the needs of our students. The expectation is to progress monitor our students' growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Planning and Instruction Department Personnel, Instructional Specialist

TEA Priorities:
Recruit, support, retain teachers and principals

Funding Sources: Sams: PD and 1st semester meetings - 199: General, Basic - 199.23.6499.20.101.99, Lead4Ward - 199: General, State Compensatory Education - 199.13.6411.14.101.30 - $9,000, TMEA Convention : Music/Band Teacher - 199: General, Basic - 199.13.6411.82.101.99 - $200, TABE: Assistant Principal - 199: General, Bilingual Education - 199.23.6411.12.101.25 - $525, TABE: Bilingual Teachers - 199: General, Bilingual Education - 199.13.6411.12.101.25 - $525, Together for Autism - 199: General, Special Education - 199.13.6239.00.101.23, R19: Reading Academies - 199: General, State Compensatory Education - 199.13.6239.00.101.36, TASA/ Womens Conference - 199: General, Basic - 199.23.6411.12.101.99, Okapi Guided Reading - 199: General, State Compensatory Education - 199.13.6299.00.101.30, Sharon Wells - 211: Title I, Part A Improving Basic Programs - 211.13.6299.00.101.30 - $18,726, Dual Language Education of New Mexico/La Cosecha - 199: General, State Compensatory Education - 199.13.6239.00.101.36 - $450, Lead4Ward - 199: General, State Compensatory Education - 199.13.6239.00.101.25 - $735, Practice Prevention: Applying Principles of Behavior to Classroom Management - 199: General, State Compensatory Education - 199.23.6239.00.101.99 - $45

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus Instructional Specialists will work with classroom teachers to support student learning and to carry out campus/district initiatives in all content areas via provision of professional learning communities. Provide modeling of specific lessons utilizing best practices(e.g. Lead4ward, GLAD) with gradual release to teacher and videotaping of teacher instruction. Communicate with teachers the need for individual growth though the Impact Coaching Cycle. (1 FTEs) (Daily). **Strategy's Expected Result/Impact:** Documentation of teacher contacts, through professional development sessions, professional learning community (PLC) meetings, classroom visits, debriefing of learning walks and videotaping and modeling. Teachers will improve instructional practices, lesson planning, classroom management, and use best practices in the classroom. **Staff Responsible for Monitoring:** Campus Administration Planning and Instruction Staff **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Campus Instructional Specialist - (1 FTE) Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.13.6119.00.101.30 - $71,899.21	20%	55%	75%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 1: For the 2022-2023 school year, the goals for reading on STAAR are as follows, by grade level:

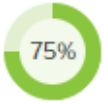
Grade 3
Approaches:
Meets:
Masters:

Grade 4
Approaches:
Meets:
Masters:

Grade 5
Approaches:
Meets:
Masters:

Grade 6
Approaches:
Meets:
Masters:

Evaluation Data Sources: 2020-2021 STAAR Grades 3-6 Reading Results: All Students, English Language Learners

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Teachers will utilize the Guided Reading model to include guided reading binders along with documenting monthly progress monitoring forms on students' reading levels. Utilizing DRA/EDL, IStation, running records, AR progress (Award recognition), Lesson plans, weekly monitoring on data PLC Fridays; progress monitor tier 2/3 students. Materials Needed: Learning A to Z; Accelerated Reader Program, Leveled Books, Genre Books/Chapter books; TexQuest subscription. Provide daily morning 45-minute block intervention campus-wide as well as after school intervention on Mondays and Wednesdays.				

Provide Saturday and Intercession tutoring for grades 3rd-6th.

Materials Needed: Curriculum Associates: STAAR Ready, Forde Ferrier, Think it Up (Mentoring Minds), Scholastic Book Clubs, Steps to Literacy, Okapi, Benchmark Education, supplemental materials, intervention kits for all grade levels (Lakeshore), Social Studies Weekly, Books for Classroom Libraries, Lectorium Publishing, Seidlitz: Toma la palabra! and Mi cuaderno de Dictado, iXL 3rd-6th grade, Lead4ward resources, Voyager (Reading Kits), classroom materials, Lowman Consulting, Scholastic, transportation for students for after hour interventions.

Provide library materials

(Daily)

Strategy's Expected Result/Impact: Classroom observations
State Assessments: IStation , BOY, MOY and EOY and STAAR/TELPAS results.
DRA/EDL: BOY, MOY and EOY.
Progress Monitoring on Guided Reading Binders.
District Common Assessments and District Benchmarks.
Accelerated Reader Reports
The consistent use of Guided Reading will produce students reading at grade level or above. Students will show growth in their reading levels.

Staff Responsible for Monitoring: Campus Administration
Instructional Coaches
Librarian
All Teachers

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **Additional Targeted Support Strategy**

Funding Sources: Follett: BOM Classroom Libraries - 199: General, State Compensatory Education - 199.11.6329.00.101.30 - $2,004.20, Social Studies Weekly - 199: General, State Compensatory Education - 199.11.6399.00.101.30 - $3,460.49, Seidlitz books-Toma la Palabra - 199: General, Bilingual Education - 199.13.6329.00.101.25 - $113.80, Seidlitz Books-Mi Cuardeno de dictado - 199: General, Bilingual Education - 199.11.6329.00.101.25 - $433.25, Forde-Ferrier - 199: General, Bilingual Education - 199.11.6399.00.101.25 - $1,196 , Forde-Ferrier - 199: General, State Compensatory Education - 199.11.6399.00.101.30 - $1,725, Scholastics-Library Books - 199: General, Basic - 199.12.6329.00.101.99 - $441.50, Lakeshore - 199: General, Basic - 199.11.6399.00.101.30 - $4,390.78, Scholastic: Teacher - 199: General, State Compensatory Education - 199.11.6399.00.101.30 - $438.90, Alan Lowman - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $500, Studies Weekly - 199: General, State Compensatory Education - 199.11.6329.00.101.30 - $403.43, Steps to Literacy - 199: General, Pre-Kinder - 199.11.6399.00.101 - $1,133.62, Scholastic - 199: General, Bilingual Education - 199.11.6329.00.101.25 - $2,901.67, Alan Lowman Consulting - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $1,700, Steps to Literacy - 199: General, Bilingual Education - 199.11.6329.00.101.25 - $736.72, Seidlitz Education - 199: General, Bilingual Education - 199.11.6329.00.101.25 - $693.24, Lakeshore - 199: General, Pre-Kinder - 199.11.6399.00.101.36 - $849.14, Lectorium Publications - 199: General, Pre-Kinder - 199.11.6399.00.101.36 - $1,342.89, Follet Content Solutions - 211: Title I, Part A Improving Basic Programs - 211.12.6329.00.101.30 - $8,692.60, Benchmark Education - 199:

General, State Compensatory Education - 199.11.6399.00.101.25 - $4,010.60, Barnes n Nobles - 199: General, Basic - 199.11.6399.00.101.30 - $351.60, Alan Lowman - 199: General, Bilingual Education - 199.11.6396.00.101.25 - $1,000, Alan Lowman - 211: Title I, Part A Improving Basic Programs - 211.11.6396.00.101.30 - $2,000, Technology Equipment - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.101.30 - $15,290, Scholastic - 263: Title III, Part A English Language Acq. - 263.11.6329.00.101.25 - $8,958.86, Reading Materials - Balance - 211: Title I, Part A Improving Basic Programs - 211.12.6329.00.101.30 - $22.48

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: At-risk teacher will work with TIER III students who are needing the additional support in reading. At-risk teacher will work with students on the following: Fluency, site words, reading levels, set goals for individual students and monthly progress monitoring. (Daily) **Strategy's Expected Result/Impact:** Progress Monitoring through informal and observations by teachers. To provide students with the foundational skills needed to be proficient in reading. **Staff Responsible for Monitoring:** Campus Administration Instructional Reading Coach 3rd grade teachers Special Education Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	55%	60%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus Instructional Specialist will offer support with guidance in lesson planning for reading groups and professional development for teachers in grades 3rd-6th. (Weekly) **Strategy's Expected Result/Impact:** Progress monitoring of guided reading and AR levels on a monthly basis. Lesson Planning sessions. Modeling reading lessons in the classroom to assist guiding novice teachers. **Staff Responsible for Monitoring:** Campus Administrators Campus Instructional Reading Specialist 3rd-6th grade teachers. **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy**	30%	50%	50%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 2: Alarcon will make improvements to our students' writing proficiency in grades 3-6, by implementing a cross-curricular approach to writing. (Daily)

Evaluation Data Sources: 2022-2023 Common Assessments, Teacher-created assessments, classwork

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Enhance student writing through the development of writing strategies in all content areas through the use of a monthly prompt. Focus on revising and editing practice to enhance student writing portion. (Daily) Materials Needed for intervention: STAAR Ready Writing Empowering Writers Revision and Editing (Daily) **Strategy's Expected Result/Impact:** Improvements in writing achievement. **Staff Responsible for Monitoring:** Campus Administrators Instructional Specialist All Teachers Instructional support staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Empowering Writers: 3rd-6th Grade - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $4,250, Really Good Stuff - 199: General, Bilingual Education - 199.11.6399.00.101.25 - $2,767.26	N/A	25%	50%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 3: For the 2022-2023 school year, the goals for STAAR mathematics performance for grades 3-6 are as follows:

Grade 3:
Approaches
Meets
Masters

Grade 4:
Approaches
Meets
Masters

Grade 5:
Approaches
Meets
Masters

Grade 6:
Approaches
Meets
Masters

Evaluation Data Sources: 2022-2023 STAAR Grades 3-6 Mathematics Results: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Sharon Wells math for grades 3-5, 6th year of implementation. TRS, use of math textbooks, math framework, manipulative(s), Lead4ward resources Math materials such as: Forde Ferrier, EAI, Lakeshore, Really Good Stuff, Lowman Consulting, EAI Education Online resources: Prodigy Math: 3rd-6th, STEMScopes (math), i-Ready, iXL (3rd-6th grade) Instructional Aide(s) to work with students improving math skills. (Daily) **Strategy's Expected Result/Impact:** To increase student understanding of mathematics through progress monitoring of assessments. **Staff Responsible for Monitoring:** Campus Administrators Campus Math Instructional Specialist All Teachers Instructional Support Staff **TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy** **Funding Sources:** Forde-Ferrier RtI 3rd Grade - 199: General, State Compensatory Education - 199.11.6399.00.101.30 - $1,725, Accelerate Learning : Math Stemscopes - 199: General, State Compensatory Education - 199.71.6514.00.101.30 - $1,382.50, Forde-Ferrier RtI 3rd Grade - 199: General, Bilingual Education - 199.11.6399.00.101.25 - $1,196, Math Manipulatives - 199: General, Basic - 199.11.6399.00.101.30 - $141.97, EAI, Nasco, Lakeshore - 199: General, State Compensatory Education - 199.11.6399.00.101.30 - $31.37, Alan Lowman - 199: General, Basic - 199.11.6396.00.101.30 - $2,125, Lowman Consulting - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $1,700, Lakeshore - 199: General, Pre-Kinder - 199.11.6399.00.101.66 - $1,746.90, Really Good Stuff - 199: General, Bilingual Education - 199.11.6399.00.101.25 - $1,840.78, EAI Education - 199: General, Pre-Kinder - 199.11.6399.00.101.36 - $387.62, EAI Education - 199: General, Bilingual Education - 199.11.6399.00.101.25 - $580.40, Really Good Stuff - 199: General, Bilingual Education - 199.11.6399.00.101.25 - $2,218.22				

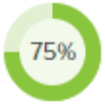
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 4: For the 2022-2023 school year, the goals for 5th grade science are as follows for the "All Students" group:

Grade 5
Approaches:
Meets:
Masters:

Evaluation Data Sources: 2022-2023 STAAR Grade 5 Results: All students, English Language Learners.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Replenish materials for STEM/Science and Makerspace lab as needed. Provide program for students to continue learning the coding process. Provide school-wide events to promote science: Students will attend Summer STEAM Camp. (Daily) **Strategy's Expected Result/Impact:** Common assessment District benchmark scores STAAR scores Presentation of students' final projects. **Staff Responsible for Monitoring:** Campus Administrators Campus Math/Science Instructional Specialist All Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Software/Licenses - 289:Title IV, Part A Subpart 1 - 289.11.6396.03.101.30 - $1,382.50, Alan Lowman - 199: General, Basic - 199.11.6396.00.101.30 - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Increase the knowledge of science content using resources such as: STEMScopes all grades, Visual non-glossary (3rd-6th) Think it Up (Mentoring Minds) for 5th grade, and Forde Ferrier for 5th grade, Lowman Consulting. (Daily) **Strategy's Expected Result/Impact:** Students will use academic language with efficiency and when applicable. Systemic Alignment among grade levels. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Science Instructional Aide All Teachers **Funding Sources:** Forde-Ferrier - 199: General, State Compensatory Education - 199.11.6399.00.101.30 - $5,750, Seidlitz Visual Non Glossary - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $400	35%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: A science instructional aide (1FTE) is on staff to support teachers' instructional efforts in the content area of science. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Improvement in STAAR assessment results, particularly in the area of science. Teachers will be supported with science content needs and materials in the lab. **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** Aide Classroom Math & Science (1 FTE) Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.101.30 - $29,100.79	30%	50%	60%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: Students in Special Populations (EL, GT, SPED) will progress academically in all areas in the 2022-2023 school year, showing growth from the previous year. EB students will be supported in order to progress in their TELPAS ratings.

Evaluation Data Sources: STAAR scores, TELPAS scores, lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide EB population with support through the use of GLAD (Guided Language Acquisition Design) and ELPS by trained teachers. Flipgrid will be used in all classes to increase English acquisition with focus on listening and speaking. Summit K-12 Implementation of Lead4ward data and intervention resources. Seidlitz Moving EL's Forward Identification and placement of students with state-approved assessment instruments. (Daily) **Strategy's Expected Result/Impact:** The EB population will be supported in acquiring the English language through GLAD strategies, English writing prompts, and consistency with science and math instruction occurring in English. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialists All Teachers LPAC Committee **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Imagery Graphic Systems: - 199: General, Basic - 199.11.6399.00.101.25, Technology - 199: General, Bilingual Education - 199.11.6395.00.101.25 - $5,315, Reading Materials PO 45914 - 263: Title III, Part A English Language Acq. - 263.11.6329.00.101.25 - $1,971.64, TELPAS Practice Headphones - 199: General, Basic - 199.11.6395.00.101.25 - $1,702.40, TELPAS Practice Headphones - 263: Title III, Part A English Language Acq. - 263.11.6395.00.101.25 - $7,235.20, Bilingual Supplies-Poster Maker - 199: General, Bilingual Education - 199.11.6399.00.101.25, Imagery Graphic Systems - 199: General, Basic - 19911639900.101.25 - $1,089.28, Eric Armin dba EAI Education - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.101.30 - $881.24, Balance - 263: Title III, Part A English Language Acq. - 263.11.6329.00.101.25 - $1.21, General Supplies - Balance - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.101.30 - $17.15				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Ensure that TEKS (Texas Essential Knowledge and Skills) are integrated into IEP's (Individualized Educational Plan). Special Education teachers and classroom teachers will collaborate to ensure student IEP's, modifications, and accommodations are properly implemented and grades are properly aligned to students IEP/modifications /accommodations. (Daily) Replenish supplies for the CAT cart and provide flexible seating. SPED teachers will share with general teachers on what is available on the CAT cart to assist them with SPED students in their classrooms. (Daily), Classroom Supplies for students, printer **Strategy's Expected Result/Impact:** Special Education students will be measured by a year's growth. **Staff Responsible for Monitoring:** Campus Administrators All Teachers LPAC Committee Speciality Teachers **TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy** **Funding Sources:** Office Depot: Classroom Supplies - 199: General, Basic - 199.11.6399.23.101.23, Lesson Pix - 199: General, Special Education - 199.11.6396.00.101.23				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: To differentiate instruction and offer opportunities for students to collaborate, communicate, create through critical thinking activities (Genius Hour); Provide GT population with the opportunity to participate in local and regional challenges (Semester); Provide GT population with after school options to include GT Family Nights; Purchase GT testing materials and scoring services for GT-nominated students. Purchase supplemental GT materials and other resources. (Daily) **Strategy's Expected Result/Impact:** The Gifted and Talented population will show growth in academics and interpersonal skills. **Staff Responsible for Monitoring:** Campus Administrators GT Coordinator All Teachers Librarian **Funding Sources:** Adventures in Learning: 3-6 - 199: General, Gifted & Talented - 199.11.6412.00.101.21 - $1,080, Riverside Insights - 199: General, Gifted & Talented - 199.11.6339.00.101.21 - $345, GT Night Supplies - 199: General, Gifted & Talented - 199.11.6399.00.101.21, TAGT Responsive Learning - 199: General, Gifted & Talented - 199.13.6411.11.101.21, Creative Learning Collaborative-G.T. Family Night - 199: General, Gifted & Talented - 199.11.6299.00.101.21 - $650, School Specialty - 199: General, Gifted & Talented - 199.11.6399.00.101.21 - $417.12				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Identify migrant and homeless students to support academic and social needs and refer to district social worker. District migrant tutor and campus adult tutor will assist those students with academic need. (Daily) **Strategy's Expected Result/Impact:** Migrant students will be supported in their academic and social needs through social district workers. **Staff Responsible for Monitoring:** Campus Administrators Counselor All Teachers District Social Workers	N/A	30%	65%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Classroom size will adhere to the state/district capacity for each grade level with offering support to at-risk students through state compensatory education funding to supplement the instructional program to offer the needed support. (Daily) **Strategy's Expected Result/Impact:** Increase in STAAR performance levels for students coded at-risk. At-risk students will increase performance levels on STAAR. **Staff Responsible for Monitoring:** Chief Financial Officer Administrator--Research/Evaluation Federal/State Programs Coordinator Campus Administration	20%	25%	50%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: The faculty and staff will develop the quality home, school, and community relationships that promote student success, as evidenced by an increase in parental participation in school activities in the 2022-2023 school year as compared to the 2021-2022 school year.

Evaluation Data Sources: Agendas, Sign in sheets, parent evaluation surveys, parent volunteer hours, Alarcon parent representation on campus committees

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Increase parental communication and involvement by providing but not limited to : Supplies, equipment, materials, and refreshments for parent meetings and training. Parent and community information regarding campus activities through various modalities and send parents to the Regional Parent Engagement Conference. Provide parents the opportunity to participate in various campus committees and attend Monthly Parent Literacy sessions Read Across America Literacy Night and Math Night. Fall Open House Fall/Spring semester parent meeting Coffee with the Principal and Parent-Teacher Conferences. Parent/child academic, emotional, social, and physical collaboration sessions across content areas. (Weekly/Monthly) **Strategy's Expected Result/Impact:** Monthly newsletter Marquee Posting Parent Invitations School Messenger School Website Parent attendance sign-in sheets The campus will increase communication with parents and increase their involvement in the campus. **Staff Responsible for Monitoring:** Campus Administrators Counselor Nurse Faculty Staff Librarian Social worker interns District Parent Liaison **Funding Sources:** Catering Request: FALL/Spring Parent Teacher Conference - 199: General, Basic -				

199.11.6497.00.101.11, Catering Request: Open House - 199: General, Basic - 199.11.6497.00.11, Catering Request: Math/G.T. Night - 199: General, Basic - 199.11.6497.00.11, Catering Request: Literacy Night - 199: General, Basic - 199.11.6497.00.11, ESC 19: 25th Annual Faces Conference (14Parents) - 211: Title I, Part A Improving Basic Programs - 211.61.6419.01.101.30 - $630, Food City - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.101.30 - $43.96, SEISD Catering- April 26, 2023 - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.101.30 - $96, Office Depot - 211: Title I, Part A Improving Basic Programs - 211.61.6399.11.101.30 - $599.88, School Specialty (Parent Center) - 211: Title I, Part A Improving Basic Programs - 211.62.6399.11.101.30 - $384.40, Food City March 27 2023 Literacy - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.101.30 - $96.20, Warehouse 3 cases Water Literacy March - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.101.30 - $14.94, Seisd Catering January - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.101.30 - $30, Seisd Catering October - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.101.30 - $30, Seisd Catering September Principal - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.101.30 - $66, Seisd Catering September Grandparents - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.101.30 - $147, General Supplies - Balance - 211: Title I, Part A Improving Basic Programs - 211.61.6399.11.101.30 - $0.32, Food Purchases - Balance - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.101.30 - $6.04

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Encourage parents to participate in campus volunteer program by hosting a parent volunteer meeting. A supportive environment will be provided that will utilize research based parental involvement practices to improve student academic achievement. (Yearly) **Strategy's Expected Result/Impact:** Increase the number of parent volunteers at the campus. **Staff Responsible for Monitoring:** Campus Administrators Counselor Interns Librarian District Parent Liaison	50%	70%	85%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Involve parents in the development/revision of the district policy and parent compact by conducting annual meetings to inform parents of their child's participation in Title I Part A program requirements and their right to be involved. (Semester). The Parent and Family Engagement Policy will be distributed in the following manner: Campus Website, Parent/Teacher Conference. **Strategy's Expected Result/Impact:** Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement. **Staff Responsible for Monitoring:** Principal Parent Engagement Representative State and Federal Programs Coordinator Campus Parent Liaison District Parent Liaison	N/A	70%	80%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 7: The campus will support professionals or paraprofessional working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The special education professional or paraprofessional will provide additional academic support to students. **Strategy's Expected Result/Impact:** To assist the struggling students in different academic areas **Staff Responsible for Monitoring:** Special Education Aide, and campus administrators.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 8: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hotspots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon Elementary will utilize the CARE Act ESSER grant funds to help 3-6 grade students during these difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges. **Strategy's Expected Result/Impact:** To make education accessible to all students and address the needs of all the students **Staff Responsible for Monitoring:** Campus Administrators	30%	50%	70%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 9: The CRRSA Act of 2021 is intended to prevent, prepare for, and respond to the COVID-19 pandemic, to include any impacts on the social, emotional, mental health, and academic needs of students. The ESSER II Grant will be used to support the following expenditures: Loss of learning, technology integration, safe in-person return, continuity of services, mental health and behavioral supports, and grant administration. (Grant Period Planning Ending Sep 2023)

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon Elementary will purchase any of the core academic supplies and materials for students due to the loss of learning. **Strategy's Expected Result/Impact:** To improve students academic performance on the areas of need. **Staff Responsible for Monitoring:** Administration Instructional Specialist Teachers **Funding Sources:** Reading Materials (GP1) - 281 ESSER II - 281.11.6329.01.101.30 - $11,337.09, General Supplies (GP1) - 281 ESSER II - 281.11.6399.01.101.30 - $28,666.65	45%	75%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Alarcon Elementary will purchase technology materials and supplies to increase student academics in the areas of math, reading, science, social studies and writing and their English acquisition. **Strategy's Expected Result/Impact:** To build capacity and increase parental engagement **Staff Responsible for Monitoring:** School Principal Teachers Instructional Specialist	50%	65%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Alarcon Elementary will provide Staff Development opportunities for Administration, teachers and staff (Monthly) : **Strategy's Expected Result/Impact:** Leadership and teachers will be trained to meet the needs of our students. The expectation is to progress monitor our students growth. **Staff Responsible for Monitoring:** Campus Administrators Teacher Nurses Instructional Aides IS	N/A			

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Alarcon Elementary will continue to develop family and community engagements through parental meetings, events and community outreach with the assistance of the Parent Liaison and Counselor. **Strategy's Expected Result/Impact:** Increase parent participation **Staff Responsible for Monitoring:** Administration Teachers Counselor Parent Liaison **Funding Sources:** Reading Materials (GR4) - 281 ESSER II - 281.61.6329.04.101.30 - $829.09, Technology Equipment (GR4) - 281 ESSER II - 281.61.6395.04.101.99 - $3,943, Software/Licenses (GR4) Apple Jamf School Lifetime License - 281 ESSER II - 281.61.6396.04.101.99 - $35, General Supplies (GR4) - 281 ESSER II - 281.61.6399.04.101.30 - $1,638.56				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide the nurse with materials needed to provide adequate care to all students, including during any emergency . (Daily) **Strategy's Expected Result/Impact:** All students will receive the necessary medical care during daily visits and emergency situations. **Staff Responsible for Monitoring:** Campus Administrators Nursing Staff Teacher **Funding Sources:** Contracted Maintenance & Repair (GR5) Amazon Protection Plan - 281 ESSER II - 281.33.6249.05.101.99 - $24.84, Technology Equipment (GR5) - 281 ESSER II - 281.33.6395.05.101.99 - $387.99, General Supplies (GR5) - 281 ESSER II - 281.33.6399.05.101.99 - $2,575.74				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Provide students with social emotional resources to help with the transition from remote learning to face-to-face instruction. Calming room Calming Corner in Classrooms **Strategy's Expected Result/Impact:** Improved student behavior Improved student participation **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers **Funding Sources:** Furniture & Equipment (GR6) - 281 ESSER II - 281.11.6398.06.101.11 - $1,783.50, General Supplies (GR6) - 281 ESSER II - 281.11.6399.06.101.11 - $2,005.32	N/A	65%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Grant Administration	20%	25%	65%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Provide students with leadership and social and emotional skill development opportunities: Safety Patrol, Book Club, Game Club, Alarcon Honor Band, Garden Club, Yoga Club, Art Club, STEM Club (summer), Coding, Running club, Opportunities for students to practice/promote their social and etiquette skills while attending field trips, movies, symphony, etc. Purchase materials needed. (Daily) **Strategy's Expected Result/Impact:** Improved student behavior Increase student participation Students will develop leadership and social skills leading to a decrease in student referrals. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Teacher Sponsors Physical Education Coaches **Funding Sources:** Extra Duty Pay-Teacher - 281 ESSER II - 281.11.6117.08.101.11 - $2,704.59, Extra Duty Pay-Paraprofessional - 281 ESSER II - 281.11.6127.08.101.11 - $613.37, General Supplies - 281 ESSER II - 281.11.6399.08.101.30 - $648, Reading Materials - 281 ESSER II - 281.36.6329.08.101.99 - $39.99, General Supplies - 281 ESSER II - 281.36.6399.08.101.99 - $23,022.54	50%	70%	100%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Alarcon Elementary will purchase materials and resources needed to address campus needs. **Strategy's Expected Result/Impact:** Improve student academic performance **Staff Responsible for Monitoring:** Teachers Administrators Instructional Specialist **Funding Sources:** Technology Equipment - 281 ESSER II - 281.11.6395.09.101.11 - $11,699.46, Software/Site Licenses - Capstone - 281 ESSER II - 281.11.6396.09.101.11 - $5,999, Software/Site Licenses - ELL / Summit K12 - 281 ESSER II - 281.11.6396.09.101.25 - $3,733, General Supplies - 281 ESSER II - 281.11.6399.09.101.11 - $12,281.22, School Supply Kits - 281 ESSER II - 281.11.6399.19.101.11 - $45,759.09	40%	75%	100%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Retention of Employees	25%	35%	75%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Alarcon elementary will provide teachers with monies to purchase classroom supplies that will help students with the loss of learning **Strategy's Expected Result/Impact:** Impact Academic Performance **Staff Responsible for Monitoring:** Teachers **Funding Sources:** Reading Materials - 281 ESSER II - 281.11.6329.11.101.11 - $3,022, Furniture & Equipment - 281 ESSER II - 281.11.6398.11.101.11 - $49.46, General Supplies - 281 ESSER II - 281.11.6399.11.101.11 - $10,231.67	50%	90%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

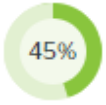
Performance Objective 10: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The ESSER III Grant will be used to support the following expenditures: Loss of learning, technology integration, professional development, Family/Community Engagement, safe return to work, continuity of services, mental health and behavioral supports, and grant administration. (Grant Period Planning Ending Sep 2024)

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon elementary will continue to utilize the following personnel to address loss of learning due to the Covid-19 pandemic. At- Risk Service Teacher (1 FTE) Interventionists (2 FTE) Bilingual Aide (1 FTE) Parent Liaison (1 FTE) Alarcon elementary will purchase resources and materials to support the needs of students who were at a loss of learning. Teachers/Aides will provide after school and Saturday school interventions. (Daily) **Strategy's Expected Result/Impact:** To improve student performance. **Staff Responsible for Monitoring:** Campus Administration Teachers Parent Liaison **Funding Sources:** Extra Duty Pay-Teachers - 282 ESSER III - 282.11.6117.01.101.30 - $69,891.53, Extra Duty Pay-Paraprofessionals - 282 ESSER III - 282.11.6127.01.101.30 - $2,669.01, Software/Site Licenses - ESSER III Gp 1 -Curriculum Associates-Accelerate Learning - 282 ESSER III - 282.11.6396.01.101.30 - $10,079.50, General Supplies - ESSER III Gp 1 - 282 ESSER III - 282.11.6399.01.101.30 - $2,859.96	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Alarcon Elementary will purchase technology materials and supplies to increase student academics in the areas of math, reading, science, social studies and writing. **Strategy's Expected Result/Impact:** To build capacity in the use of technological instruments. **Staff Responsible for Monitoring:** Administration IS Teachers **Funding Sources:** Technology Equipment - ESSER lll Gp2 - 282 ESSER III - 282.11.6395.02.101.30 - $103,528.64, Software/Site Licenses- ESSER lll Gp 2 - 282 ESSER III - 282.11.6396.02.101.30 - $3,739.48				

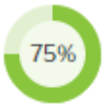
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Alarcon Elementary will provide Staff Development opportunities for Administration, teachers and staff (Monthly) : PBIS TABE Conference (Principal) **Strategy's Expected Result/Impact:** Leadership and teachers will be trained to meet the needs of our students. The expectation is to progress monitor our students growth. **Staff Responsible for Monitoring:** Teachers Administrator Instructional Specialist **Funding Sources:** R19 ESC - 282 ESSER III - 282.13.6239.03.101.99 - $3,622, Misc. Contracted Services - Seidlitz Education - 282 ESSER III - 282.13.6299.03.101.99 - $2,408, Employee Travel - 282 ESSER III - 282.13.6411.03.101.99 - $470, Balance - 282 ESSER III - 282.23.6411.03.101.99 - $2,050	N/A			

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Alarcon Elementary will purchase materials and supplies to increase parental engagement throughout the school year (Reading materials, supplies, and refreshments). Parent Liaison will attend trainings to become more knowledgeable in building parent engagement. **Strategy's Expected Result/Impact:** To build capacity and increase parental engagement **Staff Responsible for Monitoring:** School Principal Parent Liaison **Funding Sources:** Reading Materials - ESSER III Gp 4 - 282 ESSER III - 282.61.6329.04.101.30 - $2,675, General Supplies - ESSER III Gp 4 - 282 ESSER III - 282.61.6399.04.101.30 - $700, Employee Travel - ESSER III gp.4 - 282 ESSER III - 282.61.6411.04.101.30 - $2,050, Misc Operating Costs - ESSER III Gp 4 - 282 ESSER III - 282.61.6499.04.101.30 - $3,124				

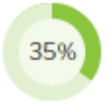
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide nurse with materials needed to provide adequate care to all students, including during any emergency. (Daily) **Strategy's Expected Result/Impact:** All students will receive the necessary medical care during daily visits and emergency situations. **Staff Responsible for Monitoring:** Administration Teachers Nurses **Funding Sources:** Student Desk Shields - ESSER III Gp 5 - 282 ESSER III - 282.11.6399.05.101.11 - $47,495, General Supplies - 282 ESSER III - 282.33.6399.05.101.99 - $2,857, Non-Food Supplies - ESSER III Gp 5 - 282 ESSER III - 282.35.6342.05.101.99 - $5,913.98, Food Service Supplies - ESSER III Gp 5 - 282 ESSER III - 282.35.6349.05.101.99 - $5,911.30, Maintenance Supplies Alarcon - ESSER III Gp 5 - 282 ESSER III - 282.51.6319.05.101.99 - $27,021.58	35%	80%	85%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Provide students with social emotional resources to help with the transition from remote learning to face-to-face instruction. Calming room **Strategy's Expected Result/Impact:** Improved student behavior Improved student participation **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers **Funding Sources:** Furniture & Equipment - 282 ESSER III - 282.11.6398.06.101.11 - $14,263.42, General Supplies - Group 6 - 282 ESSER III - 282.11.6399.06.101.11 - $3,935.98, Reading Materials - 282 ESSER III - 282.31.6329.06.101.99 - $1,729.10, Furniture & Equipment - 282 ESSER III - 282.31.6398.06.101.99 - $321.26, General Supplies - 282 ESSER III - 282.31.6399.06.101.99 - $1,126.24	N/A	70%	80%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Grant Administration **Funding Sources:** At-Risk Teacher (1 FTE) Estimated Salary & Benefits - 282 ESSER III - 282.11.6119.07.101.30	25%	35%	55%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Provide students with leadership and social and emotional skill development opportunities: Safety Patrol, Book Club, Game Club, Alarcon Honor Band, Alarcon Character Counts Boy's Club, Garden Club, Yoga Club, Art Club, STEM Club (summer) Opportunities for students to practice/promote their social and etiquette skills while attending field trips, movies, symphony, etc. Purchase materials needed. (Daily)				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Alarcon Elementary will purchase any of the core academic supplies and materials for students this school year to include, but not limited to: Software, equipment, furniture and reading materials. Provide daily morning intervention 45-min block campus-wide as well as after school intervention on Mondays and Wednesdays. Provide Saturday and Intercession tutoring for grades 3rd-6th. Alarcon Elementary will purchase materials and resources needed to address campus needs. **Strategy's Expected Result/Impact:** To improve students academic performance on the areas of need. Resources needed to address campus needs. **Staff Responsible for Monitoring:** School Administrators Administrators Office Instructional Specialist Teachers **Funding Sources:** Reading Materials - 282 ESSER III - 282.11.6329.09.101.11 - $173.55, Technology Equipment - 282 ESSER III - 282.11.6395.09.101.11 - $6,880, Furniture and Equipment - 282 ESSER III - 282.11.6398.09.101.11 - $9,059.90, General Supplies - 282 ESSER III - 282.11.6399.09.101.11 - $25,503.07, General Supplies - 282 ESSER III - 282.23.6399.09.101.99 - $1,133.48				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Retention of employees				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Alarcon elementary will provide teachers with monies to purchase classroom supplies that will help students with the loss of learning **Strategy's Expected Result/Impact:** Impact Academic Performance **Staff Responsible for Monitoring:** Teachers	50%	90%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 1: Students, faculty, and staff will continue to demonstrate proficiency in instructional technology applications in all content areas.

Evaluation Data Sources: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Alarcon will subscribe yearly and implement technology applications to include: TexQuest, Renaissance Accelerated Reading, STEMScopes Math & Science and Coding(Bitsbox), IStation, Google Classroom, iXL, TestHound, Rethink, EPADOG, Kami, Learning A-Z, Screencastify, Frontline(RtI), Curriculum Associates, Seidlitz Visual Non-Glossary, EduHero, BrainPop (Yearly) **Strategy's Expected Result/Impact:** Student engagement will be improved through the support of technology applications. Monitoring through monthly reports to track students' growth. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialists Teachers **Funding Sources:** iXL 3-6 - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $9,047, Accelerate Learning: STEMScopes Math - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $3,055.35, IStation Reading - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $15,099.60, Frontline (RtI) - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $532, Learning A-Z - 199: General, State Compensatory Education - 199.11.6396.00.101.30 - $4,005.12, SHI: Screencastify - 199: General, State Compensatory Education - 199.11.6396.00.101.30, Curriculum Associates - 199: General, State Compensatory Education - 199.11.6396.00.101.30, TestHound - 199: General, Basic - 199.11.6396.00.101.11, Rethink/EPADOG - 199: General, Basic - 199.31.6396.00.101.99, Seidlitz-Visual Non Glossary Science - 199: General, State Compensatory Education - 199.11.6396.00.101.30, Renaissance Learning - 199: General, State Compensatory Education - 199.11.6396.00.101.30, EduHero - 199: General, Basic - 199.13.6396.00.101.99				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Alarcon will continue to provide and update the one to one devices for the student technology initiative as well as the classroom technology. This includes but is not limited to IPads, headsets, Chromebooks, and computer lab(s), Chrome boxes for classrooms. (Monthly) **Strategy's Expected Result/Impact:** Improvement in student academics with state curriculum and development of 21st century skills. **Staff Responsible for Monitoring:** Campus Administration Teachers. **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Chromebox for Instructional use Teacher/Students - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.101.30 - $1,210, CDW-G VR's for Science - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.101.30 - $6,427.19, Chromebox for Instructional use Teacher/Students - 211: Title I, Part A Improving Basic Programs - 211.11.6396.00.101.30 - $152				

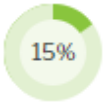
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Alarcon will continue to provide and update teacher, counselor, librarian and parent liaison laptops to continue facilitating our student technology initiative in the classroom. Alarcon will also continue to update technology for administrators and office personnel to continue to better serve teachers, parents and students. (Yearly) **Strategy's Expected Result/Impact:** Increase technology integration in the classroom. Teachers and counselor will have updated technology to support the growth of students technology 21st century skills. **Staff Responsible for Monitoring:** Campus Administration Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** DELL: Desktop - Attendance Clerk - 199: General, Basic - 199.23.6395.00.101.99 - $1,155.95, Replacement of Teacher Laptops- 4th, 5th and 6th Grade (Monolingual) - 199: General, State Compensatory Education - 199.11.6395.00.101.30 - $9,790.68, IPEVO Document Cameras (3rd-6th grade BilingualTeachers) - 199: General, Bilingual Education - 199.11.6395.00.101.25, Replacement of Instructional Specialist Laptop - 211: Title I, Part A Improving Basic Programs - 211.13.6395.00.101.30 - $1,631.78, Replacement of AP Laptop - 199: General, Basic - 199.23.6395.00.101.99 - $1,631.78, DELL: Desktop - NURSE - 199: General, Basic - 199.33.6395.00.101.99 - $1,105.51, DELL: Replacement of Teacher Laptop - 199: General, Basic - 199.11.6395.00.101.30 - $1,295, Technology Equipment - CDW-G IPEVO - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.101.30 - $3,250, Dell Replacement for At-Risk Teacher/Interventionist Laptops - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.101.30 - $2,590, Dell Replacement of Flores and Perez Laptop - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.101.30 - $2,590, Journal Entry - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.101.30 - -$188.66	N/A			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Students will participate in college/career readiness activities to establish a foundation for postsecondary readiness goals.

Evaluation Data Sources: Agendas and sign-in sheets of school-wide activities; classroom and grade level projects

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Out-of-school opportunities (field trips) to enhance student learning to include a College Readiness field trip for 6th grade. Provide information regarding endorsements to promote college readiness and prepare for high school graduation plans. (Semester) Partnership with El Paso Community College to inform parents and students of College and Career Readiness initiatives. Field Trips to enhance students' experiences within and outside the community to learn about the their surroundings. (Monthly) **Strategy's Expected Result/Impact:** Teacher created evaluation of information learned by the students, lesson plans with integration of information gather during the field trips Expose sixth grade students to higher level educational opportunities. Expose and educate the other grade levels of the rich history in their community and city. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Teachers Staff Instructional Specialist Interns Nurse				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Alarcon Elementary will continue have a school-wide college and career readiness week to include military appreciation and Career Day. (Yearly) **Strategy's Expected Result/Impact:** Increase in college and career readiness activities and promotions. Increase students' knowledge of college and career readiness. Expose students to an array of careers. **Staff Responsible for Monitoring:** Campus Administration Counselor Faculty Social Work Interns	N/A	N/A	N/A	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide transition activities for early childhood students (Sambrano students) transitioning to elementary and elementary students to middle school for systemic alignment. (Fall/Spring Semester) **Strategy's Expected Result/Impact:** Student participation to prepare them to enter as 3rd graders to our campus and to expose the 6th graders to middle school and the requirements of their daily schedule. **Staff Responsible for Monitoring:** Campus Administrators Counselor	N/A	N/A		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

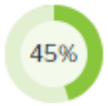
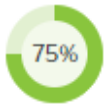
Performance Objective 1: Provide activities that promote and reinforce respectful and responsible behavior, leadership development, and high self-esteem for students and staff that provide a safe and supportive environment, with an increase in overall participation in activities from the 2021-2022 school year to the 2022-2023 school year.

Evaluation Data Sources: Comparison of number of discipline referrals from the 2021-2022 school year to the 2022-2023 school year, as well as teacher surveys, attendance reports, records of activities relevant to objective.

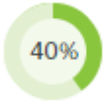
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide music class for grade 6th on a daily basis. Provide music classes for 3rd-5th grade on a weekly basis. Students will learn about the foundation of music and famous musicians, sound and rhythm patterns using various instruments. Musical instruments will be purchased from vendor Woodwind Brasswind and or Olivas Music. Curriculum used for program is Spotlight on Music publisher McGraw-Hill. (Daily) **Strategy's Expected Result/Impact:** Though exposing students to fine arts our goal is to develop well-rounded students. **Staff Responsible for Monitoring:** Administration Music Teacher **Funding Sources:** Woodwind & Brasswind PO 47097 - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.101.30 - $1,718.68, Woodwind & Brasswind PO 46070 - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.101.30 - $1,779.64, General Supplies-Balance - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.101.30 - $245.14				

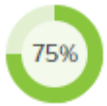
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide recognition to students demonstrating responsible and respectful behavior: (Honor Roll/Perfect Attendance Recognition Ceremonies, monthly Terrific Kids, EOY Eagle Award, birthday recognition) (Daily/Monthly), Accelerated Reader (AR) and Most improved student, Tejano Kid Award every 9 weeks one for upper and one for lower grades. (Weekly) **Strategy's Expected Result/Impact:** Increased student morale and positive campus climate. Improve student attendance. **Staff Responsible for Monitoring:** Campus Administrators Counselor Attendance Clerk All Teachers **Funding Sources:** Retirement Plaque 2 - 199: General, Basic - 199.23.6499.00.101.99 - $80, Awards & Recognitions - 199: General, Basic - 199.11.6499.19.101.11 - $687.09				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Increase awareness of health and wellness needs in collaboration with other school agencies: Parent presentations and workshops, Red Ribbon Week, Flyers, Newsletters, Health & Wellness Meetings will be held by committee as needed to discuss concerns. (Weekly/Monthly) **Strategy's Expected Result/Impact:** Increased awareness of health and wellness needs in the school community by providing students presentations. **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers Staff Nurse District Parent Liaison District Nurse				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide programs to address specific student needs and increase emotional intelligence through the use of curriculum, videos and calming room. (Character Trait Education and PBIS Core Values, individual and weekly class lessons and use of the calming room). (Weekly) Materials: Oriental Trading and Amazon **Strategy's Expected Result/Impact:** Improvements in student behavior incidents. **Staff Responsible for Monitoring:** Campus Administrators Counselor Staff **Funding Sources:** Calming Room Resources - 199: General, Basic - 199.31.6399.00.101.99 - $850, Oriental Trading - Positive Behavior items PO 46967 - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.101.30 - $341.91, Amazon - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.101.30 - $815.60, School Specialty - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.101.30 - $2,311.38, School Specialty Education PO 47957 - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.101.30 - $2,907.92, Oriental Trading Co. Inc. PO 47958 - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.101.30 - $615.05, General Supplies-02 Balance - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.101.30 - $129.74				

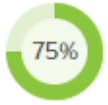
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide nurse with materials needed to provide adequate care to all students, including during any emergency (Daily). **Strategy's Expected Result/Impact:** All students will receive the necessary medical care during daily visits and emergency situations. **Staff Responsible for Monitoring:** Campus Administrators Nursing Staff Teachers **Funding Sources:** Nurse office supplies - 199: General, Basic - 199.33.6399.00.101.99 - $124.51				

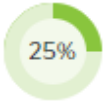
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Increase awareness among teachers and parents regarding signs of abuse and bring awareness of mental health (EduHero) (Fall Semester). Students are taught by our Social Worker interns from the University on various strategies to reduce anxiety, stress, and improve test taking skills. (Weekly) **Strategy's Expected Result/Impact:** Increased awareness of mental health issues amongst students. **Staff Responsible for Monitoring:** Campus Administrators Nursing Staff Teachers Social Worker Interns				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Incorporate data from the Fitness Gram assessment to plan relevant physical education and wellness activities (Weekly). **Strategy's Expected Result/Impact:** Relevant physical education activities will be provided to students. **Staff Responsible for Monitoring:** P. E. Teachers Campus Administrators **Funding Sources:** P.E. Equipment - 199: General, Basic - 199.11.6399.27.101.11 - $1,200				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Maintain and Monitor a schoolwide discipline plan through the PBIS initiative: PBIS - Positive Behavior Intervention & Support, training of faculty & staff, leadership & team building, implement suggestions by the PBIS committee and data gathered, display visuals of core values throughout the school. (Daily) PBIS and District Special Education counselor will implement PBIS Tier II and III practices. (Monthly) **Strategy's Expected Result/Impact:** Decrease of Discipline referrals, Teacher evaluations, PBIS committee minutes Frequent reminders of core values and behavior expectation in each area where large amounts of students gather daily. **Staff Responsible for Monitoring:** Campus Administrators Counselor District Special Education Counselor Teachers Social Worker Interns **Funding Sources:** Barnes & Noble - 199: General, State Compensatory Education - 1991163990010130 - $351.60, Oriental Trading PBIS - Campus Level Funding - 461.36.6499.04.101.99 - $156.49, Positive Promotions - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.101.30 - $1,077.54, Oriental Trading PO 46219 - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.101.30 - $221.86, Oriental Trading PO 46209 - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.101.30 - $196.85, EAI Education PO 46265 - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.101.30 - $99.12				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Campus Safety Management Team will work to identify issues pertaining to safety and responses to crisis situations to include informing teachers and staff of the plan. (Quarterly) **Strategy's Expected Result/Impact:** Improved response to crisis situations. **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers Nurse Custodial Staff **Funding Sources:** Visitor Checking System Labels - 199: General, Basic - 199.11.6399.00.101.11 - $45.40, Crossguards/Monitors - 199: General, Basic - 199.52.6319.52.101.99 - $77.75, Crossguards/Monitors - 199: General, Basic - 199.52.6319.52.101.99 - $22.50				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Provide services to Homeless/Transition students including but not limited to supplies, materials, clothing and transportation services. Additional tutoring is also provided for the students in transition needing the extra support. (Daily) **Strategy's Expected Result/Impact:** Improved services for homeless and transition students **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers Nurse Homeless tutor District Social Workers. **Funding Sources:** General Supplies - 280 ARP II Homeless Grant - 280.11.6399.00.101.24 - $100, Reading Material - 280 ARP II Homeless Grant - 280.11.6329.00.101.24 - $100, Extra Duty Pay Benefits - 280 ARP II Homeless Grant - 280.11.6127.00.101.24 - $3,827, Extra Duty Pay - 278 ARP I - Homeless Supplemental Grant - 278.11.6117.00.101.24 - $918, General Supplies - 278 ARP I - Homeless Supplemental Grant - 278.11.6399.00.101.24 - $183, Student Travel - 278 ARP I - Homeless Supplemental Grant - 278.11.6412.00.101.24 - $100, Reclassed Transportation Costs - 278 ARP I - Homeless Supplemental Grant - 278.11.6494.00.101.24 - $100	N/A			

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Implement supplemental physical education instruction initiatives through innovative activities and equipment (ex. motor skill activities, yoga exercise materials, breathing techniques) (Daily). **Strategy's Expected Result/Impact:** Increase in student wellness, self-esteem, and self-discipline. **Staff Responsible for Monitoring:** Campus Administrators Physical Education Teachers				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: Provide students with leadership and social skill development opportunities: RAK/Friendship Club, after school sports, Robotics, Yearbook, Student Council , Safety Patrol, Book Club, Game Club, Alarcon Character Counts Boy's Club, Garden Club, Art Club and Yoga Club Opportunities for students to practice/promote their social and etiquette skills while attending field trips: movies, symphony, etc. (Daily) **Strategy's Expected Result/Impact:** Improved student behavior Increase student participation Students will develop leadership and social skills leading to a decrease in student referrals. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Teacher Sponsors Physical Education Coaches **Funding Sources:** Vex Robotics/Student Council - 199: General, Basic - 199.36.6399.00.101.99	50%	65%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

San Elizario Independent School District

Borrego Elementary School

2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

We, the faculty and staff at Borrego Elementary, are committed to excellence. We strive to create a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially, and emotionally.

Vision

The faculty and staff at Alfonso Borrego Sr. Elementary is committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations; that will develop lifelong learners who are confident, competent, and contributing members of society.

Value Statement

At Borrego Elementary, where Character Counts! Where Rams are always Respectful, Responsible and Ready!

Table of Contents

Goals 4
- Goal 1: To foster well-trained human capital in order to support student success and achievement. 4
- Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community. 6
- Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals. 31
- Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 35

Goals

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: Provide high quality professional development to faculty, Instructional Specialist, and staff that will increase instructional effectiveness and student academic achievement.

Evaluation Data Sources: T-TESS Walkthroughs, Formal Observations, Summative Evaluations, STAAR Results in Grades 3-6, DRA/EDL/Running Records, TELPAS Results, documentation of increase in completed professional development offerings from previous school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Professional Development (Monthly): New Teacher Orientation Sharon Wells: Grades 3-5 Region 19 IStation RAZ KIDS Lead4ward Gifted & Talented: TAGT Online through Responsive Learning and EduHero PBIS Conference Sped Palooza EduHero Effective Border School Conference Leadership Conference Counselors Annual Membership to attend the El Paso Directors of Guidance Meetings Dual Language - Jose Medina (3rd grade) Frontline RTI (SucessEd) **Strategy's Expected Result/Impact:** All faculty and support staff members will continue implementing district initiatives in a manner that proves to be effective in the efforts to reach academic achievement for all students. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data. **Staff Responsible for Monitoring:** Campus Administrators Campus Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math -	30%	50%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus Instructional Specialist (1FTE) will work with teachers to support student learning through Professional Learning Communities, Modeling Lessons utilizing best practices while implementing district initiatives in all content areas. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Improvements in teaching and learning. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Instructional Specialist - Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.13.6119.00.104.30 - $71,899.21	30%	50%	80%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Weekly 90-minute Professional Learning Communities are provided for all grade levels to plan lesson and/or review data. (Weekly) **Strategy's Expected Result/Impact:** Teachers work in teams, engaging in an ongoing cycle of questions and discuss data that drives instructions; which ultimately improves student achievement. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist District Instructional Officers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	30%	50%	80%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 1: The campus goals for overall STAAR Reading Language Arts for 2022-2023 are as follows for Grades 3-6:

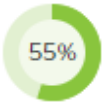
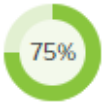
Grade 3:
Approaches Level:
Meets Level:
Masters Level:

Grade 4:
Approaches Level:
Meets Level:
Masters Level:

Grade 5:
Approaches Level:
Meets Level:
Masters Level:

Grade 6:
Approaches Level:
Meets Level:
Masters Level:

Evaluation Data Sources: 2022-2023 STAAR Grades 3-6 Reading Results: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Apply Reader's Workshop Model approach to include: Read-a-Loud; shared reading, authentic literacy activities, literature circles, and genre studies. Aligned to the TEKS through the use of the following: (Daily) IStation Opal Booz & Associates Curriculum Associates Teacher Created Materials Peoples Education Forde Ferrier Learning A-Z				

Scholastic Education
Lakeshore Learning Materials
Mentoring Minds
Warehouse/Basic Instructional Supplies
Education Galaxy
Lead4ward
Rally Education
Studies Weekly
Imagery Graphic Systems
School Specialty
Capstone
Kami
Brain Pop
Voyager Sopris Learning
Summit K-12
TexQuest Library Resources

Strategy's Expected Result/Impact: Students in grades 3-6 will show a year's growth in the area of STAAR and will ultimately achieve at the Master's level.

Staff Responsible for Monitoring: Campus Administration
Instructional Specialist
Classroom Teachers

TEA Priorities:
Build a foundation of reading and math

Funding Sources: Brain Pop - 199: General, State Compensatory Education - 199.11.6396.00.104.30 - $4,050, Studies Weekly - 199: General, State Compensatory Education - 199.11.6399.00.104.30 - $5,961.73, Imagination Station (IStation) - 199: General, State Compensatory Education - 199.11.6396.00.104.30 - $15,099.60, Educational Galaxy - 199: General, State Compensatory Education - 199.11.6396.00.104.30 - $5,500, Forde Ferrier - 199: General, State Compensatory Education - 199.11.6399.00.104.30 - $20,355, Learning A-Z - 199: General, State Compensatory Education - 199.11.6396.00.104.30 - $11,911.60, Peoples Education - Mastery Edu - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.104.30 - $11,836.72, School Specialty - 199: General, State Compensatory Education - 199.11.6399.00.104.30 - $2,800.96, Rally Education - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.104.30 - $7,678, Technology Equipment - 8- Port rolling Charge Stand - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.104.30 - $22,240, TCM - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.104.30 - $3,887.96, School Specialty - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.104.30 - $397.74, Balance forward - Unspent funds - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.104.30 - $1,273.21, Balance forward - Unspent funds - 211: Title I, Part A Improving Basic Programs - 211.23.6239.00.104.30 - $500

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Maintain and update library resources such as: Renaissance Learning Accelerated Reader (AR), books, videos, e-books, audio book sets, library books, necessary supplies and materials. **Strategy's Expected Result/Impact:** To promote and support reading among students, parents, faculty, and staff. To support classroom reading curriculum and goals. 5% Increase use of AR and increase student success on AR assessments. **Staff Responsible for Monitoring:** Campus Librarian **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Follett Content Solutions - Library books - 289:Title IV, Part A Subpart 1 - 289.12.6329.00.104.30 - $1,848.21, Follet Content Solutions - 289:Title IV, Part A Subpart 1 - 289.12.6329.01.104.30 - $2,996.83				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 2: The campus goals for overall STAAR Mathematics for 2022-2023 are as follows for Grades 3-6:

Grade 3:
Approaches Level:
Meets Level:
Masters Level:

Grade 4:
Approaches Level:
Meets Level:
Masters Level:

Grade 5:
Approaches Level:
Meets Level:
Masters Level:

Grade 6:
Approaches Level:
Meets Level:
Masters Level:

Evaluation Data Sources: 2022-2023 STAAR Grades 3-6 Mathematics Results: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Year 6 of implementation of Sharon Wells Math for grades 3-5. 6th grade will follow scope and sequence utilizing iXL. Resources: Reflex Math/Explore Learning Grades 3-6 Houghton Mifflin Harcourt Textbook Adoption/McGraw Hill Curriculum Associates Forde Ferrier iXL 3rd - 6th grade STAAR Master Math manipulatives STEMScopes Math Teacher Created Materials Lakeshore **Strategy's Expected Result/Impact:** All students will focus on the use of hands-on materials in a problem-solving format to teach content knowledge, algebraic reasoning, strategies, data analysis, basic facts and systematic concept lessons. For grades 3-6 our goal is for all students to show a year's growth in the area of STAAR and to ultimately pass at the masters grade level. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** IXL - 199: General, State Compensatory Education - 199.11.6396.00.104.30 - $9,500, Reflex Math - 199: General, State Compensatory Education - 199.11.6396.00.104.30 - $3,295, Accelerate Learning - 199: General, State Compensatory Education - 199.11.6396.00.104.30 - $4,516.45, Sharon Wells - 211: Title I, Part A Improving Basic Programs - 211.13.6299.00.104.30 - $19,444, Curriculum Associates - 199: General, State Compensatory Education - 199.11.6396.00.104.30 - $16,156.25, Forde Ferrier - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.104.30 - $18,975, Lakeshore Learning - 199: General, State Compensatory Education - 199.11.6399.00.104.30 - $4,047.06, Lone Star Learning - 199: General, State Compensatory Education - 199.11.6399.00.104.30 - $280, TCM - Intervention Materials for Reading & Math - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.104.30 - $5,034.81, TCM - STAAR for Success - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.104.30 - $5,585.63				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 3: The campus goals for overall STAAR Grade 5 Science for 2022-2023 are as follows:

Approaches Level:
Meets Level:
Masters Level:

Evaluation Data Sources: 2022-2023 STAAR Grade 5 Science Results: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: STEMScopes will be utilized in the area of science to include vocabulary development and the scientific process; science content folders; weekly science labs to address students expectations. (Daily) Forde Ferrier resources Replenish varying materials for STEM science labs. **Strategy's Expected Result/Impact:** All students will develop meaningful learning of language and mathematics and will be prepared for STEM-Related Careers. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Forde Ferrier - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.104.30 - $3,910, School Specialty - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.104.30 - $991.58				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Math/Science instructional aide (1FTE) is on staff to support teachers in instructional efforts in those content areas. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** All students will develop meaningful learning of language and mathematics and will be prepared for STEM-related Careers. Increased performance on STAAR in math and science; student success in unit assessments in math and science and reports cards. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Math/Science Instructional Aide Classroom Teachers District Instructional Officers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Math & Science Instructional Aide (Salary &Benefits) - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.104.30 - $31,100.79	30%	55%	85%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Continue to provide STEM activities for grades 3-6: To provide quality STEM experiences utilizing Maker Space, Hour of Code, Genius Hour. To create a hub of hands on discovery, a place for learners to collaborate, share ideas and build interest. School Specialty-FREY Scientific VEX Robotics **Strategy's Expected Result/Impact:** Increase in performance in science and math. **Staff Responsible for Monitoring:** Administration Classroom Teachers Robotics Coach	30%	55%	80%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 4: 2022-2023 STAAR performance will increase for Special Populations to include Emergent Bilingual (EB), Gifted and Talented (GT), students receiving Special Education Services (SPED); EB's will improve one proficiency level in 2022-2023.

Evaluation Data Sources: 2022-2023 STAAR Results, Grades 3-6; 2022-2023 TELPAS Results, Grades 3-6

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide EB population with support through the implementation of GLAD (Guided Language Acquisition Design) and ELPS by trained teachers. (Daily) Purchase headphones/technology for our EB population Identification and placement of students with state-approved tests and LPAC Lakeshore Learning Materials Seidlitz Barnes & Noble Peoples Education Forde Ferrier Really Good Stuff Scholastic Teacher Created Materials **Strategy's Expected Result/Impact:** EB students will develop sophisticated vocabulary knowledge including strong academic language. They will participate in structured, academic talk using appropriate academic language. They will develop speaking, listening and reasoning skills and deepen their understanding in all content areas. We will show an increase in our TELPAS composite score. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** TCM - 263: Title III, Part A English Language Acq. - 263.11.6399.00.104.25 - $8,828.16, Really Good Stuff - 263: Title III, Part A English Language Acq. - 263.11.6399.00.104.25 - $1,409.46, School Specialty - 263: Title III, Part A English Language Acq. - 263.11.6399.00.104.25 - $3,050.40, TCM - 263: Title III, Part A English Language Acq. - 263.11.6399.00.104.25 - $11,231.82, Balance forward - unused funds - 263: Title III, Part A English Language Acq. - 263.11.6399.00.104.25 - $33.83				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Differentiate instruction and offer opportunities for students to collaborate, communicate, and create through critical thinking activities (GT Genius Hour). Provide the GT population with the opportunity to participate in regional competitions and field trips. (TEAM Quest) via Adventures in Learning; (Semester) Provide the GT population with after school options to include GT Family Nights; Purchase GT testing materials and scoring services for GT nominated students; Purchase supplemental GT materials and other resources. **Strategy's Expected Result/Impact:** Differentiated instruction for GT students; evidenced through: STAAR scores Common assessments District Benchmarks Report Cards GT testing results **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers GT Coordinator Librarian Campus Computer Teacher District Instructional Officers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: All students who are at risk of failing will be provided with remediation and instructional materials during after-school tutoring sessions and Saturday School. Instruction will target areas of need as determined by data analysis. Special Education students will be provided accommodations/modifications as per their individual education plans. Success ED - Frontline Education (Daily) **Strategy's Expected Result/Impact:** Targeted intervention will show student grown through progress monitoring documentation. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Classroom Teachers Special Education Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math	30%	55%	75%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: To assist special education students in their academic needs (daily). **Strategy's Expected Result/Impact:** The continued support to struggling students in different academic areas. **Staff Responsible for Monitoring:** Teachers and campus administrators	30%	60%	75%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 5: Parents will be provided opportunities to participate in classes and training to increase partnership in the educational environment, as measured by an increase in documentation of number of parents attending such offerings in the 2022-2023 school year as compared to the 2021-2022 school year.

Evaluation Data Sources: Documentation of Parental Participation, All Available Opportunities

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Increase parental involvement by promoting student achievements through: Monthly Newsletter/Calendar Campus and District Website Terrific Kid Assemblies Literacy Meetings Academic Nights Increase campus Parental Engagement by providing informational and literacy meetings, including but not limited to equipment, refreshments, training, supplies, and materials. Nine Week Awards Assemblies to include A and A/B honor roll, perfect attendance, and Super Reader End of Year Assemblies Terrific Kids / Monthly 9 Week Assemblies EOY Assembly EOY 6th grade farewell banquet/Dance (Monthly) **Strategy's Expected Result/Impact:** Increase student academic motivation and personal self-esteem. Increase shown through sign in sheets and parent surveys. **Staff Responsible for Monitoring:** Campus Administration Campus Counselors Classroom Teachers **Funding Sources:** Practical Parent Curriculum - 211: Title I, Part A Improving Basic Programs - 211.61.6396.01.104.30 - $59, Barnes and Noble - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.104.30 - $101.24, Barnes and Noble - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.104.30 - $164.85, Barnes and Noble - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.104.30 - $167.70, Barnes and Noble - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.104.30 - $287.50, Barnes and Noble - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.104.30 - $227.85, The Latino Literacy Project - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.104.30 - $199, School Specialty - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.104.30 - $172.20, Barnes and Noble - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.104.30 - $63.86, Barnes and Noble - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.104.30 - $38.28, Barnes and Noble - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.104.30 - $38.36, Barnes and Noble - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.104.30 - $35.16, Barnes and Noble - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.104.30 - $259.75, School Specialty - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.104.30 - $391.46, School Specialthy - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.104.30 - $215.68, SEISD Warehouse - 211: Title I, Part A Improving Basic Programs - 211.61.6399.11.104.30 - $16.68				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2: Provide activities that promote parental involvement in student academic success to include PD opportunities and activities showcasing GT Students / Music Classes / STEM initiatives and other academic initiatives such as:

Grandparent's Day
Patriot Day
Book of the Month activities to build Literacy Skills
Teacher-led academic workshops to address specific grade level academic needs.
STEM Night
GT Family Nights
Practical Parent Education
Region 19
Region 16
(Monthly)

Provide activities that foster and promote healthy self-esteem and family relationships such as:

Talent show
Holiday Extravaganza
Mother's Day Program
Father/Daughter and Mother/Son Dances
Parent Information Session to include Positive Parenting, Anger Management, Dealing with Depression, Text Prep Tips for Parents, Healthy Family Relationships, College Readiness

Strategy's Expected Result/Impact: Home-school connection to help parents be involved in student academic success through literacy workshops and other academic avenues.

Increase library use by parents/students through AR reports.

To foster healthy family relationships and healthy social emotional development in our students.

Staff Responsible for Monitoring: Campus Librarian
Campus Counselor
Grade Level Teams
Campus Administration

Funding Sources: Region 19 Parent Conf (FACES) - 211: Title I, Part A Improving Basic Programs - 211.61.6419.01.104.30 - $315, Region 19 Parent Liaison PD - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.104.30 - $25, Region 16 Parent Liaison Training (virtual sessions-4 modules) - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.104.30 - $30, Region 19 - Mental Health in Schools - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.104.30 - $75

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: ALL campus teachers will utilize Class Dojo to communicate with all parents and the use of an agenda book for all grade levels. (Daily) Increase participation through parent portal **Strategy's Expected Result/Impact:** Increase communication with parents on student progress and campus functions. Agendas will be utilize to build student responsibility for homework assignments and home/school communication. **Staff Responsible for Monitoring:** Campus Administrators Classroom Teachers Parent Engagement Representative	30%	50%	75%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Involve parents in the development/revision of district policy and parent compact through annual meetings; inform parents of their child's participation in Title I Part A program requirements and their right to be involved. Title 1 meeting (Aug/Sept) 23rd Annual Regional Conference @ Region 19 (March) District/campus policy revision meeting (Sept) Parent Compact Review/ Revision meeting (May) Fall and Spring Parent Teacher Conferences **Strategy's Expected Result/Impact:** Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement. **Staff Responsible for Monitoring:** Principal Parent Engagement Representative State and Federal Programs Coordinator	30%	50%	75%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 6: The campus will support professionals or paraprofessional working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 7: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hotspots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Borrego Elementary will utilize the CARE Act ESSER grant funds to help 3-6 grade students during these difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges (daily). **Strategy's Expected Result/Impact:** To make education accessible to all students and address the needs of all the students **Staff Responsible for Monitoring:** District and campus administrators	25%	55%	75%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

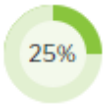
Performance Objective 8: The CRRSA Act of 2021 is intended to prevent, prepare for, and respond to the COVID-19 pandemic, to include any impacts on the social, emotional, mental health, and academic needs of students. The ESSER II Grant will be used to support the following expenditures: Loss of learning, technology integration, safe in-person return, continuity of services, mental health and behavioral supports, and grant administration.

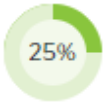
Evaluation Data Sources: Data reports and grant deliverables

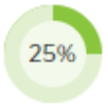
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loss of Learning: Borrego Elementary will provide supplemental resources and materials to support Loss of Learning **Strategy's Expected Result/Impact:** Increase in student achievement in core content areas. **Staff Responsible for Monitoring:** Administration **Funding Sources:** Curriculum Associates - 281 ESSER II - 281.11.6399.01.104.30 - $1,925, Really Good Stuff - 281 ESSER II - 281.11.6399.01.104.30 - $427.74, SEISD Transportation - Saturday School and Intersession - 281 ESSER II - 281.11.6494.01.104.30 - $3,060.51, Unused funds for transportation - balance forward - 281 ESSER II - 281.11.6494.01.104.30 - $5,952.68	30%	55%	75%	100%

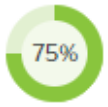
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Technology: Borrego Elementary will purchase Technology to support instruction. **Strategy's Expected Result/Impact:** Increase in student achievement across the content areas. **Staff Responsible for Monitoring:** Administration	25%	50%	80%	100%

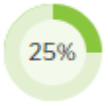
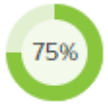
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Professional Development: Borrego Elementary will provide Professional Development to faculty and staff. **Strategy's Expected Result/Impact:** Increase in student achievement across the content areas. **Staff Responsible for Monitoring:** Administration Classroom Teachers	25%	65%	70%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Family and Community Engagement: Borrego Elementary will provide parents with opportunities to participate in sessions where they will learn to target social/emotional well-being, and academics as we continue with in-person learning. Resources and supplies needed to support meetings will be purchased. **Strategy's Expected Result/Impact:** Increase in social/emotional well-being Decrease in Core Value violations Increase in student achievement **Staff Responsible for Monitoring:** Administration Parent Liaison Counselor Teachers **Funding Sources:** Food City - 281 ESSER II - 281.61.6497.04.104.30 - $50, Food City - 281 ESSER II - 281.61.6497.04.104.30 - $100, SEISD Catering - 281 ESSER II - 281.61.6497.04.104.30 - $51, SEISD Catering - 281 ESSER II - 281.61.6497.04.104.30 - $30.50, SEISD Catering - 281 ESSER II - 281.61.6497.04.104.99 - $58.50, Food City - 281 ESSER II - 281.61.6499.04.104.99 - $50, Food City - 281 ESSER II - 281.61.6499.04.104.99 - $100, Food City - 281 ESSER II - 281.61.6497.04.104.99 - $100, Oriental Trading - 281 ESSER II - 281.61.6399.04.104.30 - $134.91, SEISD Catering - 281 ESSER II - 281.61.6497.04.104.30 - $88, Oriental Trading - 281 ESSER II - 281.61.6399.04.104.30 - $251.68, Oriental Trading - 281 ESSER II - 281.61.6399.04.104.30 - $166.35, SEISD Catering - 281 ESSER II - 281.61.6497.04.104.30 - $22, School Specialty - 281 ESSER II - 281.61.6399.04.104.30 - $539.43, Barnes and Noble - 281 ESSER II - 281.61.6329.04.104.30 - $863.18, Oriental Trading - 281 ESSER II - 281.61.6399.04.104.30 - $214.86, SEISD Catering - 281 ESSER II - 281.61.6497.04.104.30 - $98, SEISD Catering - 281 ESSER II - 281.61.6497.04.104.30 - $27, SEISD Catering - 281 ESSER II - 281.61.6497.04.104.30 - $45, SEISD Catering - 281 ESSER II - 281.61.6497.04.104.30 - $46, SEISD Catering - 281 ESSER II - 281.61.6497.04.104.30 - $36, SEISD Catering - 281 ESSER II - 281.61.6497.04.104.30 - $36				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Safe to return to in person and continuity of services. **Strategy's Expected Result/Impact:** Safe learning environment **Staff Responsible for Monitoring:** Administration **Funding Sources:** School Health - 281 ESSER II - 281.33.6399.05.104.99 - $510.63, Amazon - 281 ESSER II - 281.33.6399.05.104.00 - $282.31, School Health - 281 ESSER II - 281.33.6399.05.104.00 - $991.54				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Mental Health and Behavior Supports: Borrego Elementary will purchase supplies and resources to facilitate social/emotional and mental health supports **Strategy's Expected Result/Impact:** Increase in Social Emotional well being. **Staff Responsible for Monitoring:** Counselor Administration Teachers **Funding Sources:** Really Good Stuff - 281 ESSER II - 281.31.6399.06.104.99 - $2,066.45, Oriental Trading - 281 ESSER II - 281.31.6399.06.104.99 - $1,949.70, Lakeshore - 281 ESSER II - 281.11.6398.06.104.11 - $3,431.40, Scholastic Education - 281 ESSER II - 281.31.6329.06.104.99 - $5,565.05, Oriental Trading - 281 ESSER II - 281.31.6399.06.104.99 - $982.72				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Grant Administration **Strategy's Expected Result/Impact:** Funds will not be allocated at the campus level **Staff Responsible for Monitoring:** None				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Student Enrichment and After-School Programs: Borrego Elementary will provide supplemental resources and supplies to facilitate student enrichment and afterschool activities. **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Administration Instructional Specialist Teacher **Funding Sources:** Extra Duty Teacher Pay and Benefits - Teacher - 281 ESSER II - 281.36.6117.08.104.99 - $12,956.93, Extra Duty Aide Pay and Benefits - Aide - 281 ESSER II - 281.36.6127.08.104.99 - $2,247.10, Amazon - 281 ESSER II - 281.36.6399.08.104.99 - $814.29, School Specialty - 281 ESSER II - 281.36.6399.08.104.99 - $2,476.71, Lakeshore Learning - 281 ESSER II - 281.36.6399.08.104.99 - $1,369.52, Lakeshore Learning - 281 ESSER II - 281.36.6399.08.104.99 - $946.60, School Specialty - 281 ESSER II - 281.36.6399.08.104.99 - $1,768.42, BSN Sports - 281 ESSER II - 281.36.6399.08.104.99 - $307.91, Amazon - 281 ESSER II - 281.36.6399.08.104.99 - $3,128.97, Blick Art Materials - 281 ESSER II - 281.36.6399.08.104.99 - $5,735.49, Barnes and Noble - 281 ESSER II - 281.36.6329.08.104.99 - $1,524.40				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Resources to Address Needs of Individual Schools: Borrego Elementary will purchase resources, supplies and materials to facilitate instruction throughout the grade levels and increase skills in the area of technology. **Strategy's Expected Result/Impact:** Increase in student achievement in the core subjects. **Staff Responsible for Monitoring:** Administration Teachers Technology Dept **Funding Sources:** School Specialty (Makerspace) - 281 ESSER II - 281.11.6399.09.104.11 - $5,753.38, Pacific Learning - 281 ESSER II - 281.11.6399.09.104.11 - $13,545.99, Pacific Learning - 281 ESSER II - 281.11.6399.09.104.11 - $3,213, Teacher Created Materials - 281 ESSER II - 281.11.6399.09.104.11 - $1,319.98, Really Good Stuff - 281 ESSER II - 281.11.6399.09.104.11 - $171.92	25%	60%	80%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Retention of Employees **Strategy's Expected Result/Impact:** Certified teacher in every classroom **Staff Responsible for Monitoring:** HR Administration	20%	55%	75%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Teacher Supply Funds: Borrego Elementary will provide supplemental resources, supplies and materials in the form of teacher supplies to facilitate instruction. **Strategy's Expected Result/Impact:** Increase in student achievement across the content areas **Staff Responsible for Monitoring:** Administration Instructional Specialist Teacher **Funding Sources:** Really Good Stuff - 281 ESSER II - 281.11.6399.11.104.11 - $5,602.31, School Specialty - 281 ESSER II - 281.11.6399.11.104.11 - $7,118.02, Really Good Stuff - 281 ESSER II - 281.11.6399.11.104.11 - $823.10	20%	55%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

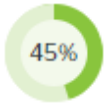
Performance Objective 9: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The ESSER III Grant will be used to support the following expenditures: Loss of learning, technology integration, professional development, Family/Community Engagement, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Loss of Learning: **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Administration Teachers **Funding Sources:** Extra Duty Teacher Pay (afterschool, intersession, Saturday) - 282 ESSER III - 282.11.6117.01.104.30 - $35,000, Extra Duty Aide Pay (afterschool, intersession Saturday) - 282 ESSER III - 282.11.6127.01.104.30 - $3,000, Medicare - 282 ESSER III - 282.11.6141.01.104.30 - $551, WC - 282 ESSER III - 282.11.6143.01.104.30 - $380, TRS - 282 ESSER III - 282.11.6146.01.104.30 - $3,287, OASDI - 282 ESSER III - 282.11.6149.01.104.30 - $646, General Supplies (Intervention) - 282 ESSER III - 282.11.6399.01.104.30 - $10,886, Fall Intersession (Professional) - 282 ESSER III - 282.11.6117.51.669.30 - $15,000, Fall Intersession (Para) - 282 ESSER III - 282.11.6127.51.699.30 - $10,000, Lakeshore - Math manipulatives - 282 ESSER III - 282.11.6399.01.104.30 - $5,926.80, Spring Intersession (Professional) - 282 ESSER III - 282.11.6117.01.104.30 - $10,000, Spring Intersession (Para) - 282 ESSER III - 282.11.6127.01.104.30 - $5,000, STEMSCOPES - Summer Learning Dive In Kits - 282 ESSER III - 282.11.6399.01.104.30 - $3,888				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Technology: Purchase supplemental resources to support classroom instruction. Borrego Elementary School will continue upgrading or adding devices for computer labs, classrooms and assigned devices to the entry-level students' cohort. The computer labs and the students' devices will provide learning support to students' loss of learning due to the impact of COVID-19 **Strategy's Expected Result/Impact:** Increase in proficiency. Students will have better access to intervention opportunities and the educational interaction between students and teachers. With the incorporation of an all-inclusive technology environment students' will have better educational opportunities. **Staff Responsible for Monitoring:** Administration Instructional Specialist Teacher Technology Director Network Administrator IT Field Specialist **Funding Sources:** Technology - 282 ESSER III - $5,867.10, Computers for Labs - 282 ESSER III - 282.11.6395.02.104.30 - $6,577.26	25%	50%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Professional Development: Borrego will provide professional development in the areas of Dual Language to support classroom instruction and classroom management **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Administration Instructional Specialist Teacher **Funding Sources:** Seidlitz Resources for PD Teacher Use - 282 ESSER III - 282.13.6399.03.104.99 - $1,794.41, Seidlitz - Contracted Service (Toma la Palabra) - 282 ESSER III - 282.13.6299.03.104.99 - $2,407.75	20%	50%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Family and Community Engagement: **Strategy's Expected Result/Impact:** Increase in parental involvement and increase in student achievement **Staff Responsible for Monitoring:** Administration Instructional Specialist Parent Liaison **Funding Sources:** Lakeshore Learning - 282 ESSER III - 282.61.6398.04.104.30 - $767.56, SEISD Catering - 282 ESSER III - 282.61.6497.04.104.30 - $91, Literacy Night Extra-duty pay for Teachers - 282 ESSER III - 282.11.6117.04.104.30 - $2,600, Literacy Night Extra-duty pay for Paras - 282 ESSER III - 282.11.6127.04.104.30 - $320, SEISD Catering - 282 ESSER III - 282.61.6497.04.104.30 - $65.25, SEISD Catering - 282 ESSER III - 282.61.6497.04.104.30 - $51, SEISD Catering - 282 ESSER III - 282.61.6497.04.104.30 - $54, SEISD Catering - 282 ESSER III - 282.61.6497.04.104.30 - $86.25, Food City Supermarket - 282 ESSER III - 282.61.6497.04.104.30 - $51 , Food City - 282 ESSER III - 282.61.6497.04.104.30 - $50, SEISD Catering - 282 ESSER III - 282.61.6497.04.104.30 - $41.25, Oriental Trade Co - 282 ESSER III - 282.61.6499.04.104.30 - $100.32, School Specialty - 282 ESSER III - 282.61.6499.04.104.30 - $201.67, SEISD Catering - 282 ESSER III - 282.61.6497.04.104.30 - $45, Food City Supermarket - 282 ESSER III - 282.61.6497.04.104.30 - $100, SEISD Catering - 282 ESSER III - 282.61.6497.04.104.30 - $80.26, Food City Supermarket - 282 ESSER III - 282.61.6497.04.104.30 - $100, School Specialty - 282 ESSER III - 282.61.6499.04.104.30 - $210.79, Food City - 282 ESSER III - 282.61.6497.04.104.30 - $100, SEISD Catering - 282 ESSER III - 282.61.6497.04.104.30 - $61				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Safe to Return To In Person and Continuity of Services: **Strategy's Expected Result/Impact:** Safety measures for all stakeholders. **Staff Responsible for Monitoring:** Administration Instructional Specialist Teacher				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Mental Health and Behavioral Supports: Borrego Elementary will provide calming supports using a variety of materials to meet social/emotional and mental health needs as we return to in person learning. **Strategy's Expected Result/Impact:** Increase in social/emotional well being. **Staff Responsible for Monitoring:** Administration Counselor **Funding Sources:** Furniture and Equipment (Calming Corner Library) - 282 ESSER III - 282.12.6398.06.104.99 - $3,406.34, Scholastic - 282 ESSER III - 282.31.6329.06.104.99 - $1,574.34, School Specialty - table and cubby - 282 ESSER III - 282.23.6398.06.104.99 - $1,167.86, Lakeshore - Furniture - 282 ESSER III - 282.23.6398.06.104.99 - $852.63, School Specialty - Supplies - 282 ESSER III - 282.31.6399.06.104.99 - $1,657.72, Really Good Stuff - 282 ESSER III - 282.31.6399.06.104.99 - $2,259.35, School Specialty - 282 ESSER III - 282.31.6399.06.104.99 - $305.04				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Grant Administration: **Strategy's Expected Result/Impact:** None at campus level **Staff Responsible for Monitoring:** None	15%	55%	75%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Student Enrichment and Afterschool Programs: Borrego Elementary will provide supplemental resources and supplies to facilitate student enrichment and afterschool activities. **Strategy's Expected Result/Impact:** Increase in academic achievement **Staff Responsible for Monitoring:** Administration Counselor Teachers	20%	55%	80%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Resources to Address the Needs of Individual Schools: Borrego Elementary will purchase resources, supplies and materials to facilitate instruction throughout the grade levels. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Administration Instructional Specialist Teacher **Funding Sources:** HB Pro Sound - 282 ESSER III - 282.11.6395.09.104.11 - $12,515.65, Carolina - tables and stools for makerspace - 282 ESSER III - 282.11.6398.09.104.11 - $7,083.58, Accelerate Learning Inc - 282 ESSER III - 282.36.6396.09.104.99 - $1,777.50, TCM - 282 ESSER III - 282.11.6399.09.104.11 - $9,588.32	20%	45%	80%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Retention of Employees: Borrego Elementary will hire and retain Intervention Teachers, Bilingual Aide, and a Parent Liaison **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Administration	15%	50%	70%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Teacher Supply Funds: **Strategy's Expected Result/Impact:** Monies not allocated **Staff Responsible for Monitoring:** None				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 1: Students, faculty, and staff will continue to demonstrate proficiency in instructional technology applications in all content areas.

Evaluation Data Sources: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs; usage reports of technology applications.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: We will purchase additional technology to keep up with the demands of state testing and our intervention programs for math and reading. This will also allow us to ensure that all equipment is current and maintained for teachers and student use. Borrego Elementary will also implement and develop instruction and instructional resources to ensure activities and projects in all curricular areas will be enhanced through technology. Borrego Elementary will also ensure that the technology supporting campus safety is up to date. (Monthly) CDW-G DELL Apple Education store HB Sound Pro Computing Olivas Music **Strategy's Expected Result/Impact:** Improved overall student performance as indicated on the final report card, increase student success on the STAAR and TELPAS state assessments **Staff Responsible for Monitoring:** Campus Administration Campus Computer Teacher Campus Instructional Specialist Classroom Teachers District Instructional Officers **Funding Sources:** DELL - Laptops for 4 teachers - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.104.30 - $5,900, AGI Repair- Ipads for Jara and Mijares (2 each classroom) - 199: General, State Compensatory Education - 199.11.6399.00.104.30 - $356, Red Gear - Cameras for rear of campus - 289:Title IV, Part A Subpart 1 - 289.52.6395.02.104.30 - $2,945, PERSONALIZED 10.9-INCH iPAD Wi-Fi 256GB-Silver - Daily Classroom use - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.104.30 - $2,346, CDW - Ipevo - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.104.30 - $3,875, Balance forward - unused funds - 289:Title IV, Part A Subpart 1 - $7,160.99				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Purchase resources for music/fine arts class from Woodwind and Brasswind. **Strategy's Expected Result/Impact:** Increase in proficiency in music **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Students will be involved in a variety of activities that promote STEM College and Career Readiness.

Evaluation Data Sources: Increase STEM College and Career Readiness opportunities to include all grade levels

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The Counseling & Guidance program will include: Various college readiness and career awareness activities among all students such as career day and college week. Out-of-school opportunities (field trips) to enhance student learning to include/ Red Ribbon Week / College Readiness field trip for 6th grade such as MedAdventure for your Future at Texas Tech University and Young Achievers at UTEP. (Monthly) **Strategy's Expected Result/Impact:** Promote and increase awareness among students of post-secondary opportunities with course work requirements and financial aid options. Students will share experiences through lesson plans and collaboration **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teachers **TEA Priorities:** Connect high school to career and college	10%	50%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Continue to develop a model eSTEM campus focusing on STEM activities for grades 3-6 to include: Makerspace Grade 3-6 Genius Hour (GT Students Grades 3-6) Engineering Labs Grades 3-4 Robotics Grades 5-6 5th and 6th Grade - Develop a 21st Century Skills Classroom that focuses on core content, learning and innovation skills, information media and technology skills, and life and career skills and project based learning. **Strategy's Expected Result/Impact:** All students will develop meaningful learning of language and mathematics and will be prepared for STEM-Related Careers. Increase participation in STEM related activities. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist Math/Science Instructional Aide Classroom Teachers District Instructional Officers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** School Specialty - Makerspace - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.104.30 - $4,201.56	15%	45%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: Provide activities that promote and reinforce our campus core values of respect, responsibility, and safety with a decrease overall discipline referrals from the 2021-2022 school year.

Evaluation Data Sources: Comparison of number of discipline referrals from the 2021-2022 school year to the 2022-2023 school year as well as attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Maintain and monitor Positive Behavior Intervention and Support (PBIS) initiative. Train faculty and staff, implement activities that support positive behavior such as our PBIS 30 days without CVV's (Core Value Violations) free dress and our quarterly PBIS celebrations. (Daily) Vendor: SWANK **Strategy's Expected Result/Impact:** Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teachers **Funding Sources:** Amazon - PBIS Incentives - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.104.30 - $3,328.62, Oriental Trading - PBIS Incentives - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.104.30 - $3,418.84				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 2: Provide activities that target leadership and healthy social-emotional development for students.

Evaluation Data Sources: Record of activities relevant to objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Implementation of Campus Core Values traits which will be emphasized in daily lessons, discipline referrals (Core Values Violations), reflection forms, and CIA referrals (Caught in Action) (daily) and Counseling Guidance lessons; Safety of the learning community / RGC Technologies (Radios); Safety of the Learning Community for teachers, students and parents; use of Emergency Operation Plan. (Daily) **Strategy's Expected Result/Impact:** Create a safe environment that is conducive to academic success. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Counselor Assistant Principal Classroom Teachers Campus Faculty	20%	60%	75%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Counselor classroom presentations will address safety, bully prevention, testing anxiety, healthy self-image, diversity and acceptance, dating violence, drug awareness, positive choices/ consequences, and behavior. ReThink Use of Random Acts of Kindness curriculum, reading materials, and supplemental material. (Monthly) Kindness matters Recognize student achievement and improvement. **Strategy's Expected Result/Impact:** To promote healthy social and emotional development in our students, teachers, and staff. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Counselor	20%	55%	80%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Selected faculty and staff will attend training and conferences as part of the PBIS initiative, PESI (Ethics in Counseling), Restorative Discipline Practices, TCA conferences and other professional development organizations. (Monthly/Yearly) Circle-Up Positive & Restorative Practices for Relationship Building & Conflict Resolutions to support PBIS / Region 19 **Strategy's Expected Result/Impact:** Keep abreast of the latest research base practices to better support student's social/emotional well-being and academic success. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teachers Select Faculty and staff	20%	50%	85%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Collaborate with partners in education such as the Alliance League of El Paso and other community entities to provide student in economic hardship with different services that will help them be successful in school. (Monthly) **Strategy's Expected Result/Impact:** To decrease stressors due to economic hardship or extenuating circumstances in order increase student academic success. **Staff Responsible for Monitoring:** Campus Counselor Select Faculty and Staff	15%	45%	75%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Counselor will provide individual, small group counseling, and restorative circle groups. The use of counseling resources and materials will be utilized to meet student needs in a developmentally appropriate manner. (Weekly) **Strategy's Expected Result/Impact:** To support students academic success by decreasing social, emotional, academic and behavioral issues that may be affecting school performance, personal relationships at school and home. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teachers	20%	45%	80%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 3: Provide enrichment opportunities for our students in transition that target academic growth, leadership, and healthy social-emotional development.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide students in transition the opportunity to sharpen their math and reading skills. Purchase math and reading material and supplies. **Strategy's Expected Result/Impact:** Increase in reading and math levels. **Staff Responsible for Monitoring:** Administration and instructional aide **Funding Sources:** General Supplies - 280 ARP II Homeless Grant - 280.11.6399.00.104.24 - $3,473, Barnes and Noble - 278 ARP I - Homeless Supplemental Grant - 278.11.6329.00.104.24 - $860.10, Extra Duty Pay - 278 ARP I - Homeless Supplemental Grant - 278.11.6117.00.104.24 - $949.74, Balance forward - unspent funds - 278 ARP I - Homeless Supplemental Grant - 278.11.6329.00.104.24 - $199.29, Reading Materials - 278 ARP I - Homeless Supplemental Grant - $953.55, Balance Forward - Unused funds - 280 ARP II Homeless Grant - 280.11.6127.00.104.24 - $5,600, Reading Materials - 280 ARP II Homeless Grant - 280.11.6329.00.104.24 - $2,000, General Supplies - 278 ARP I - Homeless Supplemental Grant - 278.11.6399.00.104.24 - $636.17, Reclassified Transportation - 278 ARP I - Homeless Supplemental Grant - 287.11.6494.00.104.24 - $303.15	N/A	N/A	N/A	

 No Progress  Accomplished  Continue/Modify  Discontinue

San Elizario Independent School District

Ann M. Garcia-Enriquez Middle School

2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

At Garcia-Enriquez Middle School, our purpose is to ensure that all students master academic standards, experience social and emotional growth, and embody the campus' core values. We commit to serve as positive role models, provide a safe and supportive environment, facilitate learning and remediation, and offer extracurricular activities that meet individual student needs.

Vision

Our vision at Garcia-Enriquez Middle School is to cultivate an environment that empowers the 21st century student to be future ready and aspire to reach their dreams.

CIP Plan of Dissemination

The final draft of the plan will be disseminated to all staff members on the middle school campus. The plan will be reviewed at SBDM team meetings.

In addition to dissemination of the plan to the entire staff, the plan will also be forwarded to the following individuals:

Superintendent
Associate Superintendent
Administrator of Research and Evaluation
Coordinator of Instructional Programs
Director of Special Education
Chief Financial Officer
Board of Trustees

The plan will also be placed in the following prominent places:

Campus Library, Main Office, and campus website

Table of Contents

Goals 4

Goal 1: To foster well-trained human capital in order to support student success and achievement. 4

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community. 9

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals. 45

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 52

Goals

Goal 1: To foster well-trained human capital in order to support student success and achievement.

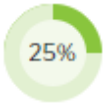
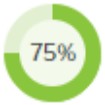
Performance Objective 1: Provide high quality professional development to faculty and staff members that will increase instructional effectiveness and student academic achievement.

Evaluation Data Sources: T-TESS Walkthroughs, Formal Observations, Summative Evaluations,
STAAR Results in Grades 7-8, TELPAS Results; Documentation of completed professional development offerings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: All instructional training for new and returning faculty and staff will be tied to T-TESS goals and professional learning plan through STRIVE (Eduphoria) utilizing various technology and innovative products. Provide New Teacher Induction Academy training to all new teachers and their mentors. Provide Gifted and Talented 30-hour core and 6-hour update training via TAGT On Demand (Responsive Learning) and / or EduHero. **Strategy's Expected Result/Impact:** Teachers will set goals and work toward making gains in an area of need as identified in T-TESS. New teachers will receive support during the first two years of teaching and thus be better prepared to meet the needs of students and choose to remain in the field. **Staff Responsible for Monitoring:** All campus teachers, campus administrators, SBDM, District Technology and Instructional departments. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide ongoing training and updates to all staff during PLC's, Academy Meetings, Faculty Meetings, Region 19 trainings, Conventions and Professional Learning Days. Ensure staff attend high quality learning and training through outside agencies. Saturday session will also be provided to cover instructional strategies, enrichment, technology, and district initiatives. Faculty and staff will be provided with workbooks, access to site-licenses, and supplemental materials, legal updates on special populations. (As needed through out Academic Year). **Strategy's Expected Result/Impact:** All faculty and support staff members will continue implementing district initiatives, best practices and technology in a manner that proves to be effective in the efforts to reach academic achievement for all students to include subgroups and advanced academics. Teachers will have access to the guides that help organize lessons for optimal effectiveness. Lessons will be based on data from unit assessments and/or observations (data-driven decisions). **Staff Responsible for Monitoring:** Campus Teachers Counselors Librarian Administration Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	30%	60%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide professional development opportunities through outside agencies and adequate reading materials to teachers, counselors and administrators regarding the middle school child for their social and emotional learning and participation in the Positive Behavior Initiative Support. (Spring Semester) **Strategy's Expected Result/Impact:** Through the use of books and pamphlets, the faculty will serve middle school students in a manner that will deal with the whole child. Professional development opportunities will be provided to counselors to effectively implement an effective counseling program. **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- Additional Targeted Support Strategy** **Funding Sources:** Lone Star Sate Conference - 211: Title I, Part A Improving Basic Programs - 211.31.6299.00.041.30	30%	45%	85%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide professional development opportunities for librarian to attend training in areas of library science. (Yearly) **Strategy's Expected Result/Impact:** GEMS Librarian will participate in the state conference every other year to stay abreast on new information. **Staff Responsible for Monitoring:** Administration Librarian **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide training to campus Administrative Professionals via the annual Administrative Professionals conference. (Annually) **Strategy's Expected Result/Impact:** Officer personnel will practice good customer service and other skills necessary to run an office in a school environment. **Staff Responsible for Monitoring:** Administrators Office Personnel **TEA Priorities:** Recruit, support, retain teachers and principals	N/A	N/A	N/A	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 2: Teachers will attend professional development that directly impacts the instruction of the English Language Learner sub-population, with the intent of improving STAAR English Language Learner results.

Evaluation Data Sources: Documentation of attendance, specific staff development sessions; evidence of implementation (lesson plans, administrative walk-throughs).

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: ESL Teachers, General Ed Teachers, Administrators, and other professional educators will participate in sessions, book studies, and supplemental material to improve student learning specifically in the ESL population (Daily) **Strategy's Expected Result/Impact:** Teachers will use strategies to ensure the learning of EL students. **Staff Responsible for Monitoring:** Administrators, Bilingual Coordinator, instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- Additional Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 3: The campus will implement recruitment strategies to attract and hire quality teaching staff and support personnel, ensuring that all students have an opportunity to receive the best quality of academic instruction.

Evaluation Data Sources: Percentage rate of teachers with 1-5 years of experience continuing employment with SEISD, overall retention rate for all employed teachers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Administrative staff will attend the annual recruitment fair at the University of Texas at El Paso to seek out quality applicants for teaching positions. (Yearly) **Strategy's Expected Result/Impact:** Positions will be filled by highly-qualified applicants. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals	N/A	N/A	N/A	

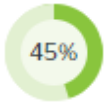
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Guest teachers will be provided for teachers who administer/proctor TSIA, TELPAS, Interim tests and/or attend off-campus training sessions; for teachers who accompany students on field trips, for teachers who take students to UIL academic meets. (Quarterly Checks) **Strategy's Expected Result/Impact:** Students will participate in field trips that extend learning; test for TELPAS, TSIA and IA, and participate in UIL Academic meets. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 1: In the 2022-2023 academic year, all students and student sub-groups taking the Reading, Math, Science, and Social Studies STAAR assessments will meet all accountability measures as established by the A-F Rating system. Students will receive intervention through supplemental resources during instruction, STAAR Class, after school, intersession and Saturday school.

Evaluation Data Sources: 2022-2023 STAAR Assessment Results

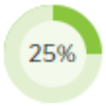
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students who are at-risk of failing Science, Math, Social Studies, and Reading will be provided with remediation, enhancement, and instructional materials during STAAR classes, RTI intervention after & before school tutoring sessions, Saturday Camps, field trips, and Fall/Spring Intersession through the use of workbooks, intervention kits, books, Teacher Created Materials, and online programs. Instruction will target areas of need as determined by data analysis from common assessments, benchmarks, unit assessments, and TRS. (through July 2023). **Strategy's Expected Result/Impact:** Sign-in sheets will reflect participation by 50% of students invited to remediation sessions. PGP documentation will be at 100% by November 2022. RTI Intervention Forms will reflect implementation and changes as needed. **Staff Responsible for Monitoring:** Administration, Core Area Teachers, Counselors, RtI committee **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy** **Funding Sources:** Extra Duty Pay - Teachers - 199: General, State Compensatory Education - 199.11.6117.10.041.30 , Extra Duty Pay - Paraeducators - 199: General, State Compensatory Education - 199.11.6127.10.041.30, IXL Learning - 199: General, State Compensatory Education - 199.11.6399.00.041.30, Teacher Created Material - 199: General, State Compensatory Education - 199.11.6399.00.041.30, Frontline - 199: General, State Compensatory Education - 199.11.6396.00.041.30 - $560, Curriculum Associates - 199: General, State Compensatory Education - 199.11.6396.00.041.30, Accelerate Learning - 199: General, State Compensatory Education - 199.11.6399.00.041.30 - $4,860, Vernier Software & Technology - 199: General, State Compensatory Education - 199.11.6395.00.041.30 - $2,735.40				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Transportation will be provided for students attending remediation and enrichment during after-school tutoring sessions, Saturday School, field trips and Intersession. September - July **Strategy's Expected Result/Impact:** Sign-in sheets will reflect participation by 50% of those invited. **Staff Responsible for Monitoring:** Administration, Instructional Specialists **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy** **Funding Sources:** Student Travel - 211: Title I, Part A Improving Basic Programs - 211.11.6412.00.41.30 - $891				

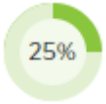
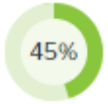
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Purchase aligned resources and general supplies to support our Advanced Academics curriculum to include workbooks, interventions kits, site licenses, additional fees and other materials. October/Feb/April **Strategy's Expected Result/Impact:** Lesson plans will reflect the use of such resources to improve student learning. Walkthroughs in Eduphoria will reflect the engagement. Progress reports, report cards, common assessments, and benchmarks will demonstrate that students are mastering the TEKS. **Staff Responsible for Monitoring:** Instructional Specialists, teachers, and school administrators **TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy** **Funding Sources:** iXL Learning - 199: General, State Compensatory Education - 199.11.6396.00.041.30, Technology Equipment - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.041.30 - $29,106.88				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide access to accelerated learning opportunities to our advanced courses and well rounded education opportunities (AP Spanish, Algebra I, Honors Classes, CTE, GT, STEM, STEAM) through field trips, enrichment programs, targeted curriculum, reading material, software site licenses, and participation in extracurricular activities. Students will be provided appropriate resources and materials to fully utilize in their program. (Annually) **Strategy's Expected Result/Impact:** Lesson plans, walkthroughs, progress reports, report cards, common assessments, benchmarks will show progress. Student products, UIL participation, score reports will reflect the variance of learning with subgroups. **Staff Responsible for Monitoring:** Algebra I, AP, Honors teachers, counselors, and school administrators **TEA Priorities:** Connect high school to career and college **- Additional Targeted Support Strategy** **Funding Sources:** AP Summer Institute - 211: Title I, Part A Improving Basic Programs - 211.23.6239.00.041.30, Misc Contracted Services - 289:Title IV, Part A Subpart 1 - 289.11.6299.02.041.30 - $901, General Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.041.30 - $1,609, Technology Equipment - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.041.30 - $12,116, Reading Material - 289:Title IV, Part A Subpart 1 - 289.11.6329.01.041.30 - $2,010, General Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.041.30 - $2,078.54, Software Site License - 289:Title IV, Part A Subpart 1 - 289.11.6396.01.041.30 - $2,496, Software Site License - 289:Title IV, Part A Subpart 1 - 289.11.6396.03.041.30 - $2,400, Extra Duty Pay - 289:Title IV, Part A Subpart 1 - 289.11.6117.01.041.30 - $2,641				

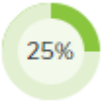
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: GT students will be provided with out-of-school opportunities through educational field trips, participation in Team Quest. GT students will have access to technology to enhance differentiated Instruction for GT students through content, process and products, to include the STEM Expo. Materials will include iPads, cameras, Chromebooks, etc. (Monthly through June). **Strategy's Expected Result/Impact:** Lesson Plans will include a pre/post writing on the event and what it allowed students to learn through participation. Experiences will help students build background for enhanced learning. **Staff Responsible for Monitoring:** GT Coordinator, GT Teacher **TEA Priorities:** Connect high school to career and college				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Maintain a Disciplinary Alternative Education Program (DAEP) at the campus site with full-time personnel staffing. Para-educators and/or instructional assistants and DAEP teacher(s) will assist students in the general classrooms to better prepare them for all core content areas. (Daily) **Strategy's Expected Result/Impact:** Monthly reports by DAEP teachers will show student attendance and completion of successful days. **Staff Responsible for Monitoring:** Administration Counselor, DAEP Teachers **TEA Priorities:** Improve low-performing schools				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students (Daily) **Strategy's Expected Result/Impact:** Rosters will show classes with 30 or fewer students in all core-area classes. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: The Campus Instructional Specialists will work with classroom teachers to support student learning and carry out district initiative in all content areas via providing professional development and modeling of best-practice instruction. The campus instructional specialists are responsible for improvement of teaching and learning at the assigned campus utilizing technology and appropriate resources to address campus needs, document observations and provide effective feedback utilizing data reports. (2 FTE) (Daily) **Strategy's Expected Result/Impact:** PLCs will be used to guide teachers through the planning process. Four and eight assessment scores will show mastery by 70% of students. STAAR scores will increase in the areas of Reading, Writing, Science, Social Studies, Math and Science. **Staff Responsible for Monitoring:** Title I coordinator, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Additional Targeted Support Strategy** **Funding Sources:** Campus Instructional Specialist (2 FTE's) Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.13.6119.00.041.30 - $145,995.72				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: An Instructional Aide will provide direct instruction to students in an individual basis or small group, inside and outside the classroom under the teacher supervision. Assist teacher in preparation and management of classroom activities. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Student Grade Reports will reflect passing grades every 9 weeks. **Staff Responsible for Monitoring:** Title I Coordinator, Administrators, Teachers **TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: GEMS will provide services e.g. tutoring and assistance to Homeless/Transition students including, but not limited to, school supplies, clothing, books, and transportation. District social worker will serve as point of contact (Daily). **Strategy's Expected Result/Impact:** STAAR Scores for students in transition will show progress in academic achievement. **Staff Responsible for Monitoring:** Administration, Federal Programs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy** **Funding Sources:** APR Homeless I - Extra Duty Pay - 278 ARP I - Homeless Supplemental Grant - 278.11.6117.00.041.24 - $2,000, Reading Material APR - 278 ARP I - Homeless Supplemental Grant - 278.11.6329.00.041.24 - $1,000, General Supplies APR - 278 ARP I - Homeless Supplemental Grant - 278.11.6399.00.041.24 - $1,328, Student Travel ARP - 278 ARP I - Homeless Supplemental Grant - 278.11.6412.00.041.024 - $600, Reclassified Student Travel ARP - 278 ARP I - Homeless Supplemental Grant - 278.11.6494.00.041.24 - $600, Extra Duty Pay ARP II - 280 ARP II Homeless Grant - 280.11.6117.00.041.24 - $3,344, Reading Material ARP II - 280 ARP II Homeless Grant - 280.11.6329.00.041.24 - $411, General Supplies ARP II - 280 ARP II Homeless Grant - 280.11.6399.00.041.24 - $300, Student Travel ARP II - 280 ARP II Homeless Grant - 280.11.6412.00.041.24 - $8,000, Reclassified Transportation ARP II - 280 ARP II Homeless Grant - 280.11.6494.00.041.24 - $4,000, OASDI ARP II - 280 ARP II Homeless Grant - 280.11.6149.00.041.24 - $51				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Student classrooms will have adequate lighting, cooling/heating, white boards, and furniture to provide an appropriate learning environment. (Annually) **Strategy's Expected Result/Impact:** Students will receive instruction in classrooms that are conducive to learning and that provide a positive learning experience. **Staff Responsible for Monitoring:** Administrators Campus Secretary **TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 2: STAAR Grade 8 Social Studies Goals for 2022-2023 school year is to increase Approaches from 37% to 57%, Meets from 12% to 32%, and Masters from 3% to 24%.

Evaluation Data Sources: 2022-2023 STAAR Grade 8 Social Studies Results: All Students, English Language Learners, Special Education Population

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The Social Studies team will utilize a various websites via technology, applications, programs, instructional practices, workbooks and project based learning to utilize to research pertinent to American History as guided by TEKS Resource System. Classes will participate in Constitution Week. (Monthly Eduphoria Reports) **Strategy's Expected Result/Impact:** Social studies teachers will use technology in the classrooms and allow students to research various sites for information as appropriate. **Staff Responsible for Monitoring:** Social Studies Teachers, Campus Administrators, Computer Lab Aides, Library Staff, Central Office Instructional Personnel **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **Additional Targeted Support Strategy**	40%	60%	85%	100%

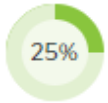
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 3: STAAR Grade 7 Reading Goals for 2022-2023 school year is to increase Approaches from 50% to 70%, Meets from 24% to 40%, and Masters from 11% to 20%.

STAAR Grade 8 Reading Goals for 2022-2023 school year is to increase Approaches from 60% to 75%, Meets from 34% to 50%, and Masters from 15% to 25%.

Evaluation Data Sources: Grades 7 and 8 STAAR Reading Results: All Students, English Language Learners, Special Education Population

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students will have access to general supplies, computer technology, library resources, TexQuest digital resources, classroom libraries as it relates to reading enhancement as set by TEKS objectives, to include e-books, paper reading materials, workbooks, online diagnostic tests such as i-Ready, No Red Ink, Curriculum Associates programs for reading comprehension, and intervention kits needed to improve literacy and writing skill of all students to include sub-populations such as English Learners and Special Education. June 2023 **Strategy's Expected Result/Impact:** Students will be motivated to read via electronic/technology devices. **Staff Responsible for Monitoring:** Campus Reading teachers, Reading resource teachers, English/ESL teachers, Computer Lab personnel, Library staff and Campus administrators Language Development Aides **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Triumph Learning - 199: General, State Compensatory Education - 199.11.6399.15.041.30, Teacher Created Materials - 199: General, State Compensatory Education - 199.11.6399.15.041.30, Evan-Moor Educational Publishers - 199: General, State Compensatory Education - 199.11.6399.15.041.30, Teacher Created Materials - Writing skills class - 199: General, State Compensatory Education - 199.11.6399.15.041.30, Mentoring Minds - 199: General, State Compensatory Education - 199.11.6399.15.041.30, Reading Materials - 263: Title III, Part A English Language Acq. - 263.11.6329.00.041.25 - $2,953.95, Reading Materials - 211: Title I, Part A Improving Basic Programs - 211.11.6329.00.041.30, Voyager Sopris - 199: General, State Compensatory Education - 199.11.6396.00.041.30 - $8,672.40, Curriculum Associates - 199: General, State Compensatory Education - 199.11.6396.00.041.30 - $11,690, Curriculum Associates - 199: General, State Compensatory Education - 199.11.6396.00.041.30 - $6,896, Technology Equipment - 263: Title III, Part A English Language Acq. - 263.11.6395.00.041.25 - $9,264, General Supplies - 263: Title III, Part A English Language Acq. - 263.11.6399.00.041.25 - $11,524.47				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 4: STAAR Grade 7 Math Goals for 2022-2023 school year is to increase Approaches from 38% to 58%, Meets from 12% to 22%, and Masters from 3% to 15%.

STAAR Grade 8 Math Goals for 2022-2023 school year is to increase Approaches from 26% to 50%, Meets from 4% to 20%, and Masters 0% to 10%.

End-of-Course Algebra I Goals for 2022-2023 school year is to increase Approaches from 91% to 100%, Meets from 65% to 75%, and Masters from 26% to 45%.

Evaluation Data Sources: Grades 7 and 8 STAAR Mathematics and End of Course Algebra I: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Math teachers and students will be provided support through site-licenses such as iXL and iReady for diagnostic tests. Students will utilize technology such as Chromebooks, Elmos, interactive white boards and calculators to enhance instruction and. Monthly Reports through June 2022 **Strategy's Expected Result/Impact:** Students will show increased use of online lessons and technology in the classroom. **Staff Responsible for Monitoring:** Math Teachers Administration P & I Personnel **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy**	25%	45%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: STAAR Grade 8 Science Goals for the 2022-2023 school year is to increase Approaches from 49% to 65%, Meets from 25% to 45% and Masters from 6% to 15%.

Evaluation Data Sources: 2022-2023 Grade 8 STAAR Science Results: All Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students will read science-related material, incorporate STEMScopes, participate in product-based materials, utilize site-license, workbooks, use consumable supplies for both lab and classroom instruction to help enhance acquisition (to include STAAR workbooks from Sirius Education, STEMScopes, etc.). (Daily) **Strategy's Expected Result/Impact:** Students in science classes will be given the opportunity to improve reading skills through content passages, be able to solve algebraic problems, and participate in the Science Fair. **Staff Responsible for Monitoring:** Campus science teachers Instructional Specialists **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Accelerate Learning Inc. - 199: General, State Compensatory Education - 199.11.6399.00.041.30	45%	55%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Teachers will incorporate labs/demonstrations into 40% of instructional time. Every nine weeks through June 2023. This includes having the appropriate materials and supplies to accomplish. **Strategy's Expected Result/Impact:** Students will learn through labs and demonstrations in the science classes. **Staff Responsible for Monitoring:** Science Teachers Instructional Specialist Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Venrnier Software & Technology LLC - 199: General, State Compensatory Education - 199.11.6395.00.041.30 - $2,735.40	50%	60%	85%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: Students receiving special education services will meet the minimum passing rate in all STAAR and STAAR-Alt 2 assessments as a sub-population.

Evaluation Data Sources: 2022-2023 STAAR and STAAR-Alt 2 Results: Special Education Population

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: General Education English, math and reading teachers will work cooperatively with Resource teachers in Co-Teaching at all grade levels to ensure SPED students receive grade level instruction, attend Strengthening Your Wings Camps on Saturday, after school tutoring, and Fall/Spring Intersession and be provided appropriate workbooks, materials, and supplies to meet individual needs. Special Education teachers will work with general education teachers on disaggregation of data utilizing diagnostic tests and Lead4ward during PLC's. **Strategy's Expected Result/Impact:** SPED teachers will co-teach with general teachers and plan accordingly; resource teachers will align lessons, activities, and instruction with general teachers. **Staff Responsible for Monitoring:** SPED Teachers SPED Instructional Aides SEISD SPED Director Campus administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy** **Funding Sources:** General Supplies for Life Skills Classes - 199: General, Special Education - 199.11.6399.23.041.11 - $129.71	25%	45%	55%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Academic Self-Contained Classrooms will have materials and resources necessary to provide instruction in all core areas and adopt program requirements with the Physical Education department as per Individual Education Plan (IEP) recommendations. Students in the life-skills classroom will have opportunities to practice skills in working, to include the exchange of money and inventory practice, through participation in the community based instruction (Peter Piper Pizza) and an on-site "coffee shop". (Daily) **Strategy's Expected Result/Impact:** Life Skills students will build independent living skills. PED Teachers (Life skills and/or ASC) will work with coaches to ensure students receive appropriate physical activities during P.E. classes. **Staff Responsible for Monitoring:** SPED teachers and paraprofessionals, General Ed. teachers Campus Administrators, District Personnel **TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy**	25%	50%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: General Education and Special Education teachers will implement strategies acquired from Special Education staff development, online training, webinars, workshops, and conferences to better serve the needs of special education students in their classes. (Daily) **Strategy's Expected Result/Impact:** SPED teachers will help general teachers with ideas and strategies on helping students with the general curriculum. **Staff Responsible for Monitoring:** SPED teachers and paraprofessionals, General Ed. teachers, Campus Administrators, District Personnel **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**	25%	50%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 7: Staff will use varied teaching methods to address the needs of English Language Learners and promote learning as measured by a minimum of 60% of EL students meeting the STAAR 2022-2023 performance standard in all assessed subjects. English Language Learners will increase performance as measured by the 2022-2023 Texas Language English Proficiency Assessment System (TELPAS) to increasing at least one proficiency level in their composite score.

Evaluation Data Sources: 2022-2023 STAAR Results: Limited English Proficient Students, TELPAS scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: EL teachers will implement necessary measures to promote exit from the EL programs by workbooks, resources, materials, diagnostics such as LAS, and training for teachers to effectively administer TELPAS and collect writing samples and materials to properly file LPAC documents. The campus will utilize technology for practice online speaking and listening portion of TELPAS. (Annually) **Strategy's Expected Result/Impact:** TELPAS administration will run smoothly with the focus on student achievement. **Staff Responsible for Monitoring:** ESL Teachers Administration **TEA Priorities:** Improve low-performing schools	30%	70%	85%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: EL teachers will use authentic visuals as recommended by GLAD, TEKS Resource System, Teacher Created Materials, Zingers, Rosetta Stone, Achieve 3000, vocabulary acquisition, technology and and resources to successfully implement effective lessons to better prepare for mastery of the STAAR. **Strategy's Expected Result/Impact:** Students will learn through GLAD strategies in the ESL, science and social studies classes. **Staff Responsible for Monitoring:** Administration ESL Teachers P & I LPAC Committee **TEA Priorities:** Improve low-performing schools **Funding Sources:** Sirius Education - 199: General, Bilingual Education - 199.11.6329.00.041.25	25%	50%	80%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 8: The campus will increase parental participation in parent meetings and parental workshops 10% through different means of communication such as flyers, blackboard messages (phone, text messages, email, social media, SEISD app) with at least 48- hour notice in English and Spanish.

Evaluation Data Sources: Sign-in sheets from 2021-2022 as compared to sign in sheets from 2022-2023.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The campus parent liaison will assist in the development of a family-friendly environment at the campus. Support and implement effective, practical, research-based parental involvement practices and policies, and technology (Title I and Title III) to improve student academic achievement. Parents will be offered food, refreshments, coffee, and water when they visit the campus. (Monthly) **Strategy's Expected Result/Impact:** Parents will feel welcome at the campus for conferences and meetings. **Staff Responsible for Monitoring:** Parent Liaison, Title I Coordinator, Administrators, Counselors **TEA Priorities:** Improve low-performing schools **Funding Sources:** Technology Equipment - Parent Liaison CDW - 211: Title I, Part A Improving Basic Programs - 211.61.6395.01.041.30, Stress Management workshop Parent Center Refeshments - 211: Title I, Part A Improving Basic Programs - 211.61.6499.01.041.30, Food Purchases - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.041.30 - $1,697.65, Reading Materials - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.041.30, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.041.30 - $1,158.35	25%	65%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Teachers will stay after hours to meet parents at the semester Parent/Teacher Conference. Parents will be given the opportunity to evaluate the parental involvement program. Fall and Spring **Strategy's Expected Result/Impact:** Teachers will share information with parents to help them understand completion requirements and tutoring. **Staff Responsible for Monitoring:** Parent Liaison Counselors Administrators **TEA Priorities:** Connect high school to career and college, Improve low-performing schools	55%	50%	50%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Parents will be provided with reading choices, materials, online curriculum, and supplies (books and brochures) and given the opportunity to participate in a variety of parenting activities and informational classes (drug awareness, homework help, literacy, family communications. Parents will be offered food, refreshments, coffee, and water when they visit the campus.(Monthly) **Strategy's Expected Result/Impact:** Parents will help support the efforts to improve academic achievement with students. **Staff Responsible for Monitoring:** Parent liaison, counselors, administrators, PBIS Committee, Librarian **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Software /Site License - 211: Title I, Part A Improving Basic Programs - 211.61.6396.01.041.30 - $59, Reading Materials - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.041.30 - $1,134.25, Reading Materials - 289:Title IV, Part A Subpart 1 - 289.61.6329.01.041.30 - $701	25%	60%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Parents and community members will be provided the opportunity to serve as campus volunteers. (Daily) **Strategy's Expected Result/Impact:** All stakeholders are encouraged to participate as volunteers. **Staff Responsible for Monitoring:** Parent liaison, administrators **TEA Priorities:** Improve low-performing schools	25%	100%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Parents and campus parent liaison will be afforded the opportunity to attend parental engagement conferences . Spring Semester **Strategy's Expected Result/Impact:** Parents will participate in the annual parent engagement conference. **Staff Responsible for Monitoring:** Parent Liaison Administrators **TEA Priorities:** Improve low-performing schools **Funding Sources:** ESC Region 19 - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.041.30 - $30, Statewide Parental Conference - 211: Title I, Part A Improving Basic Programs - 211.61.6419.01.041.30	25%	50%	80%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Parents will be invited to sessions specifically targeting PGP goal-setting and PGP information. (Semester) **Strategy's Expected Result/Impact:** Students will support the counselors in helping students set goals. **Staff Responsible for Monitoring:** Counselors CTE Coordinator Administration Parent liaison **TEA Priorities:** Improve low-performing schools **Funding Sources:** Food City (supplies for parent meetings) - 211: Title I, Part A Improving Basic Programs - 211.61.6499.01.041.30	20%	100%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Parents will be invited to attend sessions specifically geared toward various subgroups, clubs, organizations, academic recognitions, informational nights, advanced academics information, sports banquets, inductions and events. **Strategy's Expected Result/Impact:** Parent Involvement in student academic and extra-curricular endeavors. **Staff Responsible for Monitoring:** GT Campus Coordinator GT Teachers General Ed Teachers AP Spanish Teacher Algebra I Teacher Honors Teachers Sponsors Coaches Counselors Administrators **TEA Priorities:** Connect high school to career and college	20%	50%	85%	100%

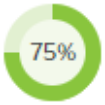
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 9: Participation in school activities by business members, community members, and parents/guardians will become more meaningful and applicable to instructional efforts.

Evaluation Data Sources: Sign-in sheets; flyers, and monthly parental involvement calendar.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Parents will be provided with access to parent portal to monitor student academic progress. October 2022 **Strategy's Expected Result/Impact:** The parent liaison will hold a session to train parents on the system. **Staff Responsible for Monitoring:** Computer Teacher SEISD Technology Director Parent Liaison Registrar **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Community and business members will be invited to participate in the Site-Based Decision Making Meetings. Monthly through June 2022 **Strategy's Expected Result/Impact:** The SBDM Committee will have representation of all departments and for parents and the community. **Staff Responsible for Monitoring:** Parent Liaison Campus Administrators **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Parents will be trained to participate in Language Proficiency Academic Committee Meetings (LPAC) throughout the year. (Monthly) **Strategy's Expected Result/Impact:** Parent representatives will serve as an advocate for students in the LPAC meetings. **Staff Responsible for Monitoring:** Parent Liaison Campus Administrators Registrar ESL Teacher **TEA Priorities:** Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Parents will be invited to participate in Student Health Advisory Committee Meetings throughout the year. (SHAC) (Semester) **Strategy's Expected Result/Impact:** Teachers and parents will work together to represent GEMS at SHAC meetings. **Staff Responsible for Monitoring:** Parent Liaison Campus Nurse Counselor P.E. Coach Administrator **TEA Priorities:** Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Parents will be invited to participate in extracurricular activities, school programs, and parenting sessions which can include painting sessions, reading activities to promote diversity and understanding of other perspectives, and creating better habits through a monthly planner and presentation. **Strategy's Expected Result/Impact:** Parents will be asked to participate in some of the monthly activities and also periodically with clubs and organizations. **Staff Responsible for Monitoring:** Parent Liaison Teachers Administration **TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

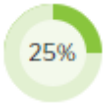
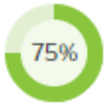
Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

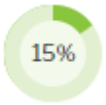
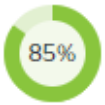
Performance Objective 10: Parents will be offered opportunities for personal growth and education, with an overall increase in parental participation in such activities from the 2021-2022 school year to the 2022-2023 school year.

Evaluation Data Sources: Sign In Sheets; Monthly Report with Number Comparisons

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: GEMS will offer nutritional classes to parents to promote personal health/growth. Literacy classes and informative classes for parents will be offer during the school year. (June 2022) **Strategy's Expected Result/Impact:** Parents will be better informed of the correlation between good health and academic achievement. **Staff Responsible for Monitoring:** Parent Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	N/A	N/A	N/A	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Parent Liaison (1 FTE) To further the educational process through involvement of parent and community members. A parent liaison is on staff to elicit parental involvement and coordinate activities related to parental involvement across the campus. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Increase in available parental involvement activities, and in the level of parent participation. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Improve low-performing schools **Funding Sources:** Campus Parent Liaison - (1 FTE) Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.041.30 - $30,484.82				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Involve parents in the development/revision of the district policy and parent compact by conducting annual meetings to inform parents of their child's participation in Title I Part A and Title III program requirements and their right to be involved. Once per Semester **Strategy's Expected Result/Impact:** Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement. **Staff Responsible for Monitoring:** Principal Parent Engagement Representative State and Federal Programs Coordinator **TEA Priorities:** Improve low-performing schools				

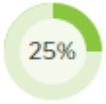
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Parent Liaison and Communities in School Coordinator will attend conferences to implement new strategies for virtual and family engagement. **Strategy's Expected Result/Impact:** Increase parental involvement both virtually and in-person. Enriching parental skills with providing tips and strategies. **Staff Responsible for Monitoring:** Principal Parent Liaison **Funding Sources:** Employee Travel - (Webinars) - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.041.30, Non-Employee Travel - 211: Title I, Part A Improving Basic Programs - 211.61.6419.01.041.30 - $45				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 11: The campus will support professionals or paraprofessional working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The Special Education Instructional Aide will provide additional academic support to the students. **Strategy's Expected Result/Impact:** To assist the struggling students in different academic areas. **Staff Responsible for Monitoring:** Special Education Aide and campus administrators.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 12: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hotspots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: GEMS will utilize the CARE Act ESSER grant funds to help 7-8 grade students during these difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges. **Strategy's Expected Result/Impact:** To make education accessible to all students and address the needs of all the students **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Build a foundation of reading and math	25%	50%	85%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 13: The CRRSA Act of 2021 is intended to prevent, prepare for, and respond to the COVID-19 pandemic, to include any impacts on the social, emotional, mental health, and academic needs of students. The ESSER II Grant will be used to support the following expenditures: Loss of learning, technology integration, safe in-person return, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

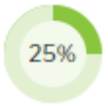
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Intersession and or Summer School to target Loss of Learning. Teachers will need supplies, materials, and resources to provide meaningful, engaging, and empowering lessons for students that need to attend. These classes will support and improve academic achievement for all students invited. These materials could include but are not limited to workbooks, creative supplies (markers, construction paper, play-doh, candy, etc), games, etc. Other lessons could include project-based learning and there are materials needed for those to take place: string, balls, building blocks, poker chips, crafting supplies, etc. **Strategy's Expected Result/Impact:** Improved scores, improved behavior, **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coordinator of School Improvement **Funding Sources:** General Supplies - 281 ESSER II - 281.11.6399.01.041.30 - $31,673	25%	50%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The use of technology such as computers, laptops, and equipment will be used for student learning and any necessary upgrades will be provided. **Strategy's Expected Result/Impact:** Students will have access to 21st century learning **Staff Responsible for Monitoring:** District Technology Campus Administration **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	30%	70%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Faculty and Staff will be provided with the opportunity for professional development through conferences, trainings, webinars, etc... to enhance instruction, interventions, enrichment, social and emotional components to be successful both in and out of the classroom. **Strategy's Expected Result/Impact:** Students and teachers have a positive learning environment that will allow for more engagement in the classroom. **Staff Responsible for Monitoring:** Administration and Coordinator- School Improvement	20%	55%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Parent Liaison will purchase items/supplies for activities that will be for our parents. These activities will take place after school or during the school day, promoting health, engagement, literacy and stress management. Snacks will also be available for parents during presentations and sessions. **Strategy's Expected Result/Impact:** Parents will understand how to support their students at home, deal with stress, stay organized. **Staff Responsible for Monitoring:** Parent liaison Campus administration **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** General Supplies - 281 ESSER II - 281.61.6399.04.041.30 - $4,436.95, Food Purchases - 281 ESSER II - 281.61.6497.04.041.30 - $1,438.05	20%	60%	85%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Students will have needed supplies needed to ensure that all students, faculty and staff have the necessary medical/health supplies to continue to maintain a healthy campus through the 2022-2023 school year with minimal disruption. Campus will also have the needed supplies/equipment to ensure the campus is clean and sanitized. **Strategy's Expected Result/Impact:** Students, faculty and staff will have a safe working environment **Staff Responsible for Monitoring:** Nurse Custodians Campus Administration **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Technology Equipment - 281 ESSER II - 281.33.6395.05.041.99 - $387.99, General Supplies - 281 ESSER II - 281.33.6399.05.041.99 - $2,172.60, Contracted Maintenance & Repair - 281 ESSER II - 281.33.6249.05.041.99 - $21.98, Maintenance and Operations - 281 ESSER II - 281.51.6319.05.041.99 - $5,577	25%	70%	90%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Social and Emotional Learning- Students and teachers need to learn how to navigate relationships. The SEL component teaches Self-awareness. Students and teachers learn to understand their own strengths and weaknesses, as well as see their behavior's influence on other people, self-management, social awareness, relationship skills, responsible decision-making. GEMS will have various locations on the campus for students to engage in these lessons (library, counseling rooms, rooms in the 300 and 400 building as well). The students and teachers will practice these skills through games, team building, journal writing, arts and crafts, discussions, restorative circles, etc. Various activities will require appropriate supplies and furniture to allow for best practices. **Strategy's Expected Result/Impact:** Social and emotional learning (SEL) is the process through which children and adults develop and effectively apply the knowledge, attitudes, and skills needed to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. When implemented systemically in the school, classroom, home, and community, school-wide SEL provides a powerful coordinating framework for supporting student success. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coordinator School Improvement, Counselors **Funding Sources:** Furniture & Equipment - 281 ESSER II - 281.11.6398.06.041.11 - $1,196.82, Region 19 ESC - 281 ESSER II - 281.31.6239.06.041.99 - $300, General Supplies - 281 ESSER II - 281.12.6399.06.041.99 - $1,200, Misc Operating Costs - 281 ESSER II - 281.31.6499.06.041.99 - $5,656.86, General Supplies - 281 ESSER II - 281.11.6399.06.041.11 - $6,334.32				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Ann M. Garcia-Enriquez Middle School will work with the district finance department to meet campus goals and objectives. **Strategy's Expected Result/Impact:** Improved school performance				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Enrichment Programs- These programs give students the opportunity to explore new activities, develop new skills, get help with homework and socialize with others outside of the classroom setting. The students need a place to meet, discuss, team-build, and learn how to overcome obstacles that they may encounter as they grow. The supplies and materials needed for these clubs vary due to their focus. Possible items for groups may include crafting supplies, furniture to create a conducive environment to learn from one another, art supplies to assist in creating art, reflections of feelings, etc. Clubs will promote wellness and a healthy environment and be engaged with the community. Students will be provided Materials and resources for AP Students- teachers teaching AP classes will need to provide materials, resources, and devices for success in the class as well as on the AP Exams. These items can include study guides, workbooks, recording devices, practice exams, as well as various items to empower students in their learning (games, colored pens/pencils, posterboard, etc). **Strategy's Expected Result/Impact:** Exposure to new material, increase skills and interest, build self-confidence, and enrich the school with a feeling of community. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coordinator School Improvement **Funding Sources:** General Supplies - 281 ESSER II - 281.36.6399.08.041.99 - $11,180.19, Student Travel - 281 ESSER II - 281.36.6412.08.041.99 - $1,050.45, Extra Duty Pay - 281 ESSER II - 281.36.6117.08.041.99 - $7,688.47, Reading Material - 281 ESSER II - 281.36.6329.08.041.99 - $4,293.10, Extra Duty Pay - 281 ESSER II - 281.11.6117.08.041.11 - $4,051.04, Busses - 281 ESSER II - 281.36.6494.08.041.99 - $270	25%	60%	80%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Students will provided resources to address needs needs such as technology, cameras, memory cards, as well as an external hard drive to allow students to create a print rich environment documenting the 2022-2023 school year through the creation of a campus yearbook. Counselors will be provided needs to address master schedule. **Strategy's Expected Result/Impact:** Understanding features of the camera, creating the most appropriate photos to display student activities through the yearbook. Effective master scheduling **Staff Responsible for Monitoring:** CTE Teacher, Counselors **TEA Priorities:** Connect high school to career and college **Funding Sources:** Technology Equipment - 281 ESSER II - 281.11.6395.09.041.11 - $22,556.95, General Supplies - 281 ESSER II - 281.11.6399.09.041.11 - $11,238.20, Technology Equipment - 281 ESSER II - 281.13.6395.09.041.99 - $2,200, General Supplies - 281 ESSER II - 281.31.6399.09.041.99 - $620.01, Paraprofessional Pay - 281 ESSER II - 281.23.6129.09.041.99 - $47,530.46, School Supply Kits - 281 ESSER II - 281.11.6399.19.041.11 - $34,438.13	25%	55%	70%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Ann M. Garcia-Enriquez will promote a positive school culture where employees feel valued and respected. **Strategy's Expected Result/Impact:** High employee moral Low turnover **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Teachers are able to purchase items for their classroom, based on School Board approval of funds. These items will allow teachers to purchase items that normally would have been bought from teachers' own accounts. These items can include materials for students to use in classroom, materials to help keep classrooms organized, as well as games and activities that will allow students more engagement with the curriculum, as well as stress relieving items that students can use while in the classroom. **Strategy's Expected Result/Impact:** Students and teachers have a positive learning environment that will allow for more engagement in the classroom. **Staff Responsible for Monitoring:** Administration and Coordinator- School Improvement **Funding Sources:** General Supplies - 281 ESSER II - 281.11.6399.11.041.11 - $15,950				

 No Progress  Accomplished  Continue/Modify  Discontinue

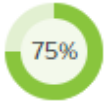
Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 14: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The ESSER III Grant will be used to support the following expenditures: loss of learning, technology integration, professional development, Family/Community Engagement, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Aide-Classroom (BIL/ ESL) Assist teacher in preparation and management of classroom activities and administrative requirements. Work under supervision of certified teacher. Coordinator- School Improvement (1 FTE) Estimated Salary & Benefits. Coordinator- School Improvement (1 FTE) Assist the school principal in the overall administration of the instructional programs and campus-level operations. The Coordinator of School Improvement will be provided the appropriate technology, supplies, and materials to work closely with the principal to effectively support student achievement, attendance, and behavior. Coordinate assigned student activities and services. Extra Duty pay will be offered to students to provide support after school, intersession, and Saturday School to assist students from the academic gap filled by the COVID-19 pandemic. **Strategy's Expected Result/Impact:** Assists teacher in preparing instructional materials and classroom displays to support language acquisition. Assists with administration and scoring of objective testing instruments or work assignments. Conducts instructional exercises assigned by the teacher; work with individual students or small groups to support English language acquisition. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** General Supplies - ESSER III - Gp 1 - 282 ESSER III - 282.11.6399.01.041.30 - $18,598.64, Software/site Licenses ESSER III - Gp. 1 - 282 ESSER III - 282.11.6396.01.041.30 - $8,407.46, Extra Duty Teacher Pay - ESSER III Gp 1 - 282 ESSER III - 282.11.6117.01.041.30 - $63,961.98, Reading Materials - 282 ESSER III - 282.11.6329.01.041.30 - $6,442.07, Extra Duty Aide Pay - 282 ESSER III - 282.11.6127.01.041.30 - $19,626.83, Over Time - 282 ESSER III - 282.11.6121.01.041.30 - $589.02				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Ann M. Garcia-Enriquez Middle School will continue upgrading or adding devices for computer labs and assigned devices to the entry-level students' cohort. The computer labs and the students' devices will provide learning support to students' loss of learning due to the impact of COVID-19. Students will have access to computer technology as it relates to reading enhancement as set by TEKS objectives, to include e-books, history reading sets, and online software for reading on computer/online. Reading & Math Intervention kits by different providers. **Strategy's Expected Result/Impact:** Students will have better access to intervention opportunities and the educational interaction between students and teachers. And with the incorporation of an all-inclusive technology environment students' will have better educational opportunities. **Staff Responsible for Monitoring:** Technology Director Campus Administrator Network Administrator IT Field Specialist **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Technology Equipment - 282 ESSER III - 282.11.6395.02.041.30 - $341,937.75, Software/Site Licenses - 282 ESSER III - 282.11.6396.02.041.30 - $11,272				

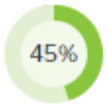
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus faculty and staff will be provided opportunities to attend professional learning through in person training, webinars, conference etc. to incorporate best practices, intervention and enrichment strategies. **Strategy's Expected Result/Impact:** The purpose of professional development is to improve knowledge and skills in order to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coordinator-School Improvement, as well as Instructional Specialists **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** Reading Materials - 282 ESSER III - 282.13.6329.03.041.99 - $715, Extra Duty Teacher Pay - 282 ESSER III - 282.13.6117.03.041.30 - $1,344, Employee Travel - 282 ESSER III - 282.13.6411.03.041.99 - $1,103, Region 19 - 282 ESSER III - 282.13.6239.03.041.99 - $7,938, Extra Duty Aid Pay - 282 ESSER III - 282.13.6127.03.041.30 - $256, Leadership R19 ESC - 282 ESSER III - 282.23.6239.03.041.99 - $275, Leadership Travel - 282 ESSER III - 282.23.6411.03.041.99 - $133				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The Parent Liaison will enhance student, parent, family, and community outreach programs to facilitate more parental involvement, build trust between all stakeholders in the community, as well as facilitate communication between all individuals involved in a students' growth. These programs can include, but are not limited to: health and wellness, family game nights, seasonal festivals, talent/ variety shows, cookouts, discovery nights, student performances, student recognition, SOL events, reading and literacy nights, diversity and acceptance, new campus / student orientation, drug awareness, as well as technology nights. From the various events that can occur, there are many items that may be purchased for the promotion of parent-student-campus involvement: books, refreshments, games, study tools, art supplies, cooking supplies, health and fitness needs (yoga mats, water bottles, planners, etc.). Providing Professional Learning for Parent Liaison. The purpose of professional development is to improve knowledge and skills in order to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement, relations between communities and campus, and building relationships at home as well. **Strategy's Expected Result/Impact:** More engagement within the community, between all stakeholders, through better practices taught through Professional Development **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coordinator of School Improvement, Parent Liaison **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** General Supplies Group 4 - 282 ESSER III - 282.61.6399.04.041.30 - $2,273.83, Employee Travel - 282 ESSER III - 282.61.6411.04.041.30 - $1,000, Misc Operating Costs - 282 ESSER III - 282.61.6499.04.041.30 - $291.22, Reading Materials - 282 ESSER III - 282.61.6329.04.041.30 - $2,797.95, Food Purchases - 282 ESSER III - 282.61.6497.04.041.30 - $650, Technology Equipment - 282 ESSER III - 282.61.6395.04.041.30 - $4,750				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Students will have needed supplies needed to ensure that all students, faculty and staff have the necessary medical/health supplies to continue to maintain a healthy campus through the 2022-2023 school year with minimal disruption. Campus will also have the needed supplies/equipment to ensure the campus is clean and sanitized. **Strategy's Expected Result/Impact:** Students will be provided a safe and healthy learning environment to ensure campus safety measures for the COVID-19 pandemic throughout the school year. **Staff Responsible for Monitoring:** Campus Nurse Administration **Funding Sources:** Maintenance Supplies/ Equipment - 282 ESSER III - 282.51.6319.05.041.99 - $38,998.38, General Supplies Nurse - 282 ESSER III - 282.33.6399.05.041.99 - $1,357, Food Service Supplies - 282 ESSER III - 282.35.6349.05.041.99 - $5,431.30, Non Food Supplies - 282 ESSER III - 282.35.6342.05.041.99 - $6,385.88, Paraprofessional Pay - 282 ESSER III - 282.33.6129.05.041.99 - $6,171.42				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Teachers will have access to supplies to enhance the in-class learning, providing unconventional activities to promote engagement in lessons, as well as opportunities for improvement in particular skills, optimizing their learning, introduce objectives that give learning a purpose, engage students, optimize learning, support behavior change, and socialize. **Strategy's Expected Result/Impact:** The goal is to: give learning a purpose, engage students, optimize learning, support behavior change, and socialize **Staff Responsible for Monitoring:** Principals, Assistant Principal, Coordinator- School Improvement, Instructional Specialist. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Funding Sources:** Software Site Licenses - 282 ESSER III - 282.11.6396.06.041.11 - $7,673.76, General Supplies - 282 ESSER III - 282.31.6399.06.041.99 - $8,594, General Supplies - 282 ESSER III - 282.11.6399.06.041.11 - $4,326.24				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: At Risk Service Teacher (1 FTE) Enable at-risk students to receive extra support through a variety of teaching strategies and techniques to include distance or virtual instruction. This includes but is not limited to serving teen parents, ESL students, alternative education placement students, students that have been retained in a particular grade level, students failing two or more courses at any given grading period, students that have failed any portion of the state mandated exams, and any other criteria that would deem a student as at-risk of not graduating from high school. (Daily/Yearly) **Strategy's Expected Result/Impact:** Help students analyze and improve study methods and habits. Conduct ongoing assessment of student achievement through formal and informal testing. Be a positive role model for students and support the mission and goals of the campus and school district. Provide ongoing feedback of student achievement through formal and informal methods. **Staff Responsible for Monitoring:** Principal	N/A	N/A	N/A	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Enrichment Programs- These programs give students the opportunity to explore new activities, develop new skills, get help with homework and socialize with others outside of the classroom setting. The students need a place to meet, discuss, team-build, and learn how to overcome obstacles that they may encounter as they grow. The supplies and materials needed for these clubs vary due to their focus. Possible items for groups may include crafting supplies, furniture to create a conducive environment to learn from one another, art supplies to assist in creating art, reflections of feelings, etc. Students will be provided Materials and resources for AP Students- teachers teaching AP classes will need to provide materials, resources, and devices for success in the class as well as on the AP Exams. These items can include study guides, workbooks, recording devices, practice exams, as well as various items to empower students in their learning (games, colored pens/pencils, poster board, etc.). **Strategy's Expected Result/Impact:** Principal Assistant Principal Coordinator-School Improvement Instructional Specialists Counselors **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coordinator School Improvement **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Resources to address the needs of individual schools. These programs give students the opportunity to explore new activities, develop new skills, get help with homework and socialize with others outside of the classroom setting. The students need a place to meet, discuss, team-build, and learn how to overcome obstacles that they may encounter as they grow. The supplies and materials needed for these clubs vary due to their focus. Possible items for groups may include crafting supplies, furniture to create a conducive environment to learn from one another, art supplies to assist in creating art, reflections of feelings, library inventory, creation of a Makerspace room **Strategy's Expected Result/Impact:** Exposure to new material, increase skills and interest, exploration, build self-confidence, and enrich the school with a feeling of community. **Staff Responsible for Monitoring:** Principal Assistant Principal Coordinator- School Improvement Instructional Specialist Librarian **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Funding Sources:** General Supplies - 282 ESSER III - 282.11.6399.09.041.11 - $44,140.62, Technology - 282 ESSER III - 282.11.6395.09.041.99 - $1,356.82, Contracted Maintenance - 282 ESSER III - 282.11.6249.09.041.11 - $272.55, Reading Material - 282 ESSER III - 282.11.6329.09.041.11 - $2,224.38, Software/Site Licenses - 282 ESSER III - 282.11.6396.09.041.11 - $2,804.12, General Supplies Health Services - 282 ESSER III - 282.33.6399.09.041.99 - $2,641.69, Reading Material - 282 ESSER III - 282.11.6329.09.041.99 - $1,976, General Supplies - 282 ESSER III - 282.12.6399.09.041.99 - $2,040, Technology Equipment - 282 ESSER III - 282.23.6395.09.041.99 - $1,356.82				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Ann M. Garcia-Enriquez will promote a positive school culture where employees feel valued and respected. **Strategy's Expected Result/Impact:** High employee moral Low turnover **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coordinator-School Improvement, Librarian. Instructional Specialists **ESF Levers:** Lever 3: Positive School Culture				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Teachers are able to purchase items for their classroom, based on School Board approval of funds. These items will allow teachers to purchase items that normally would have been bought from teachers' own accounts. These items can include materials for students to use in classroom, materials to help keep classrooms organized, as well as games and activities that will allow students more engagement with the curriculum, as well as stress relieving items that students can use while in the classroom. **Strategy's Expected Result/Impact:** Teachers will be able to purchase items to enhance instruction and student outcomes **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coordinator- School Improvement				

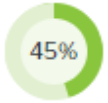
Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: Intervention Teacher (2 FTE) Provide students with appropriate learning activities and experiences in instructional environments and in the core academic subject area assigned to help them fulfill their potential for intellectual, emotional, physical, and social growth. The Intervention Teacher will be provided the appropriate technology to enable students to develop competencies and skills to function successfully in society. **Strategy's Expected Result/Impact:** Provide quality accelerated instruction through co-teaching and interventions. Develop and implement lesson plans that fulfill the requirements of the district's curriculum program and show written evidence of preparation as required. Prepare lessons that reflect accommodations for differences in student learning styles and student academic needs. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialist **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

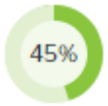
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

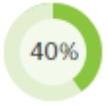
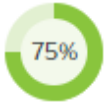
Performance Objective 1: Students will be provided with opportunities to demonstrate technology applications as indicated in TEKS and measured by the Learning Assessment.

Evaluation Data Sources: Computer lab schedules will be maintained to ensure consistent use by all classroom teachers. Technology distribution logs will document uses by all students and for individual classrooms. Administrative walkthroughs will note the use of laptops, Chromebooks, notebooks, iPads, and ActivPanel boards by students. Also the use of IXL, and any programs that require licenses.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Increased access to technology to 100% of the classrooms through acquisition of classroom computers, wireless connectivity with computers on wheels (COW) storage, and protective equipment for longevity, iPods, iPads, cameras, photo printers, photo processing software, ActivePanels, Chromebooks, and other forms of technology (including replacements and upgrades in the computer labs.) Continual upgrade and maintain existing technology equipment, furniture and software on campus for student and teacher use; to include the computer labs, library, ESL, SPED, and GT classrooms to provide an environment for instruction and conducive to learning to include IXL. Monthly through June 2023				
Strategy's Expected Result/Impact: Students will be proficient in using technology and will be better prepared to meet the demands of our technological society.				
Staff Responsible for Monitoring: All campus personnel, Campus Administrators, Yearbook Teacher, Social Studies Teachers, CTE Teachers, and District and campus technology teachers				
TEA Priorities: Improve low-performing schools				
Funding Sources: IXL - 199: General, State Compensatory Education - 199.11.6396.00.041.30 - $12,705, Apple - 199: General, State Compensatory Education - 199.11.6395.00.041.30 - $6,545, Sphero - 199: General, State Compensatory Education - 199.11.6395.00.041.30 - $2,178.60, Vista Higher Learning - Software license and workbooks - 199: General, State Compensatory Education - 99.11.6396.00.041.30 - $4,107.89, Asset Genie - Case for Ipads - 199: General, State Compensatory Education - 199.11.6395.00.041.30 - $1,068, Supplies to maintain technology - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.041.30 - $24,193.51				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: 100% of students will have access to materials and technology devices needed for remediation in the areas of reading and writing to better prepare for success as measured by the STAAR (IStation, e-books, etc.) December 2021 & June 2022 **Strategy's Expected Result/Impact:** Students will visit the computer labs after school and on weekends as necessary. **Staff Responsible for Monitoring:** All campus personnel, Campus Administrators, and District and campus Technology committees. **TEA Priorities:** Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Curriculum integration of technology in all disciplines by supporting district initiative of technology training for 100% of teachers. Once a Semester **Strategy's Expected Result/Impact:** Teachers will feel more comfortable with technology in the classrooms. **Staff Responsible for Monitoring:** All campus personnel, Campus Administrators, and District and campus CATE teachers and computer teacher. **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Funding Sources:** Dell Marketing LP - 199: General, State Compensatory Education - 199.11.6395.00.04130				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Incorporate Technology TEKS in all disciplines and include internet safety as per HB 3171. August 2022 through June 2023 **Strategy's Expected Result/Impact:** Students will abide by guidelines set forth in the Student Code of Conduct. **Staff Responsible for Monitoring:** All campus teachers and administrators. **TEA Priorities:** Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: CTE classrooms with ICS, CET, A, AVT, & C; PBMF, and/or PLTW curriculum will maintain consumable items for projects, ink/toner for printers, and the annual update for site licenses such as White Box. Annually **Strategy's Expected Result/Impact:** Students will use materials to prepare projects and assignments for daily announcements, PBMF, CCMR, Game Salad, ICS, CET, and PLTW classes. **Staff Responsible for Monitoring:** CTE Teacher CTE District Coordinator **TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Students will be given opportunities to explore various opportunities post-high school (career/college).

Evaluation Data Sources: CTE teachers will maintain record of guest speakers. Counselor calendars will show scheduled presenters. PGP's will show students have a plan for after high school. On-course pre & post-assessment results will be recorded.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: College and Career Days will be scheduled at the campus where various organizations/careers will be represented. Monthly **Strategy's Expected Result/Impact:** Students will identify a post-high school plan for PGP's. **Staff Responsible for Monitoring:** CTE Teachers Counselors CTE Administrator **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: CTE Students will have the opportunity to visit post-secondary institutions to learn about options (CCMR). Students will participate in field trips that further enhance the core curriculum and or help students build background knowledge for concepts. Field trips will also include CCMR efforts for awareness of various post-secondary opportunities available (Semester) **Strategy's Expected Result/Impact:** Students will be better prepared to participate in conversations for PGP's and pathways. **Staff Responsible for Monitoring:** CTE District Coordinator CTE Teachers Instructional Specialists Counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools	N/A			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: The campus will incorporate AVID (Advancement Via Individual Determination) to close the achievement gap by preparing all students for college readiness and success in a global society. **Strategy's Expected Result/Impact:** AVID's systemic approach is designed to support students and educators as they increase schoolwide/districtwide learning and performance using successful strategies and methodologies. **Staff Responsible for Monitoring:** AVID coordinator, Administration, Teachers, District Director, Counselor, Instructional Specialists. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** AVID Center Leaderd=ship Membership Fee - 199: General, State Compensatory Education - 199.11.6495.00.041.30 - $4,198, AVID Center Leaaship Membership Fee - 199: General, State Compensatory Education - 199.23.6495.00.041.30 - $610, AVID Center Leadership Membership Fee - 199: General, State Compensatory Education - 199.11.6396.00.041.30 - $5,000	35%	60%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Counselors and administrators will develop Personal Graduation Plans to identify interventions and high school pathways in conjunction with students and parents. (Fall Semester) **Strategy's Expected Result/Impact:** Students will identify goals in the PGP's and counselors will maintain accurate records of interventions and/or remediation. **Staff Responsible for Monitoring:** Counselors, Teachers, Administration, Instructional Specialists **TEA Priorities:** Connect high school to career and college, Improve low-performing schools	40%	55%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 3: Students will have access to programs that improve the access to languages and fine arts e.g. AP Spanish, Music, Dance, etc.

Evaluation Data Sources: The number of students participating in band classes will increase to more than 100 students. The number of students challenging the AP Spanish test for college credit will increase from 30 to 50 students; while maintaining 90%+ of students earning college credit. Dance classes will increase in numbers per section (goal of 20 per section - total of 40).

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Classes will include non-traditional courses that will encourage the use of music to promote the arts. (Monthly) **Strategy's Expected Result/Impact:** Students will appreciate music and better understand the arts. **Staff Responsible for Monitoring:** Counselors Administrators Band Teacher **TEA Priorities:** Improve low-performing schools	35%	60%	90%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Students in AP Spanish will be provided the necessary materials and instruction to earn credit through College Board exams. (Monthly) **Strategy's Expected Result/Impact:** The number of students earning high school and college credit at the middle school will increase. **Staff Responsible for Monitoring:** 8th Grade Counselor AP Teacher 8th Grade Administrator **TEA Priorities:** Connect high school to career and college - **Funding Sources:** Barnes & Noble - 211: Title I, Part A Improving Basic Programs - 211.11.6329.00.041.30	70%	75%	90%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Students in Dance and Band Classes will participate in competitions e.g. UIL. (Monthly) **Strategy's Expected Result/Impact:** Students will be exposed to competitive events that will help them see the variety of options for careers and education. **Staff Responsible for Monitoring:** Teachers Administrators	25%	50%	55%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

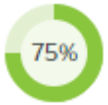
Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: Provide a safe environment conducive to learning by increasing self-esteem and expectations of our students, faculty and staff; Discipline referrals will decrease overall from the 2021-2022 school year to the 2022-2023 school year. Provide health and wellness care for students and staff and community well-being.

Evaluation Data Sources: PBIS committee will conduct a survey each semester for data that confirms the adherence to the three core values: Respect, Responsibility, and Safety. The discipline referral rates will also be evaluated. Counselor records of restorative circles will be presented at meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Provide health and wellness care, support, and knowledge to students, staff, parents, and the community to ensure their well-being; to include restorative circles in classrooms and awareness presentations on mental health issues and drug awareness. Monthly through June 2023 **Strategy's Expected Result/Impact:** Students and staff will be in general good health (physical, mental, emotional). **Staff Responsible for Monitoring:** Nurse and Nurses Aide Counselors Social Workers **TEA Priorities:** Recruit, support, retain teachers and principals				

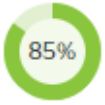
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Administrator office(s) main office, PLC rooms, PBIS room, counselor's offices and library will maintain general supplies, computers, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily) **Strategy's Expected Result/Impact:** The needs of visitors, faculty, and staff will be met with appropriate forms, badges, etc. Safety measures will be enhanced through the use of radios and other communication devices. **Staff Responsible for Monitoring:** Administrators, Counselors, Librarian, Office Personnel **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** DELL - 199: General, State Compensatory Education - 199.11.6395.00.041.30 - $13,266.12				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: All faculty, staff members, and students will wear identification badges provided by SEISD at all times when on campus. Monthly with safety meetings. **Strategy's Expected Result/Impact:** Visitors can be easily recognized and questioned if there is no badge. **Staff Responsible for Monitoring:** Clerks, Administrators, Safety Committee **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: The campus will offer extra-curricular activities e.g. Spanish club, Science Fair, Library Club, G-Force, NJHS, Student Council, etc. to promote self esteem and meet the needs of different student populations. Monthly **Strategy's Expected Result/Impact:** Students will have the opportunity to find their niche and feel as if they belong to the campus. **Staff Responsible for Monitoring:** Administration Club/Organization Sponsors UIL Coordinator Band Director Choir Teacher Librarian Counselors PBSI Core Team **TEA Priorities:** Connect high school to career and college				

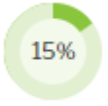
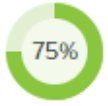
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Support student recognition programs such as Honor Roll, Academic Achievement, Student Council, National Junior Honor Society, Perfect Attendance, G/T, Transition events, UIL Academics, PBIS Tier I incentives, PBIS Tier II graduation and other incentives as applicable to help promote a positive school climate. Monthly **Strategy's Expected Result/Impact:** Students will be motivated to continue striving for good attendance and good grades. **Staff Responsible for Monitoring:** Teachers & Counselors, Sponsors, Administrators **TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy**				

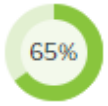
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Provide Nursing Staff with materials to offer Professional Development to staff and classes to students on Health/Medical Subjects; stress relief; and anxiety management (Semester). **Strategy's Expected Result/Impact:** During benchmarks and STAAR seasons, teachers will be introduced to skills in managing stress and anxiety; thus, resulting in maintaining a positive campus climate. **Staff Responsible for Monitoring:** Nurse and Nurses Aide **TEA Priorities:** Recruit, support, retain teachers and principals				

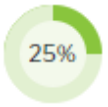
Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Counselors, teachers and outside agencies will provide programs for students that address self-esteem, bullying, character education, gang prevention, drug use, dating violence, etc. throughout the year. Monthly **Strategy's Expected Result/Impact:** Students will have knowledge and information to better make decisions on issues that confront our students. **Staff Responsible for Monitoring:** Campus Administration, Counselors, faculty, staff and support personnel. **TEA Priorities:** Improve low-performing schools				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Counselors will provide stress management technique/skills sessions to students who display anxiety or depression - students will be provided items to help them recover stability to return to the general classrooms for instruction. Annually - Spring Semester **Strategy's Expected Result/Impact:** Students will learn strategies and use resources that help reduce anxiety and stress. **Staff Responsible for Monitoring:** Administrators Counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Enforce compulsory attendance law. (Attendance Officer) Monthly through first week of July 2022 **Strategy's Expected Result/Impact:** Attendance will improve and the number of students recovering seat-time will decrease. **Staff Responsible for Monitoring:** Attendance Administrator, Attendance Clerk, Counselors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

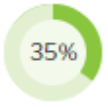
Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Implement and monitor programs that promote 98% Average Daily Attendance (incentives for perfect attendance, etc.). Every nine weeks **Strategy's Expected Result/Impact:** Increase in students recognized each grading period. **Staff Responsible for Monitoring:** Attendance administrator, attendance clerk and counselors. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

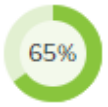
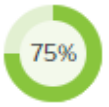
Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: In collaboration with outside sources, Counselors will monitor student progress in academics and behavior with PBIS guidelines and student grade reports. Every 9 weeks - TEAM Grade Reports and SWIS Discipline Reports. **Strategy's Expected Result/Impact:** The number of students on the honor roll will increase and the number of students on Tier 2 or Tier 3 will decrease. **Staff Responsible for Monitoring:** Campus Administration, Counselors, faculty, staff and support personnel. TST & PBIS Committee **TEA Priorities:** Improve low-performing schools				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: Provide recognition to teachers and employees of the month. Monthly through June **Strategy's Expected Result/Impact:** Teacher recognition helps keep a positive environment for all. **Staff Responsible for Monitoring:** Campus Administration Spirit Committee **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 13: Safety committee will continue to meet and provide management plan. Monthly **Strategy's Expected Result/Impact:** Audits will show fewer findings and students/staff will feel safe. **Staff Responsible for Monitoring:** Safety Committee (Emergency Response Team), Counselors, Nurse, Administrators				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 14: Continue to utilize security cameras in strategic areas to ensure student and staff safety. (Daily) **Strategy's Expected Result/Impact:** Reviewing video will help with investigations. **Staff Responsible for Monitoring:** Campus Administration, Counselors, faculty, staff and support personnel. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** Technology Equipment - 289:Title IV, Part A Subpart 1 - 289.52.6395.02.041.30 - $6,010, General Supplies - 289:Title IV, Part A Subpart 1 - 289.52.6399.02.041.30 - $1,010				

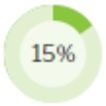
Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 15: Establish appropriate instructional transition activities to support transition between elementary, middle, and high school (Summer Orientations, Campus Visits, 8th grade transition ceremony, etc.) June 2023 **Strategy's Expected Result/Impact:** Students will feel more comfortable and secure in entering a new campus within our SEISD district. **Staff Responsible for Monitoring:** Counselors, Administrators **TEA Priorities:** Improve low-performing schools - **Additional Targeted Support Strategy**				

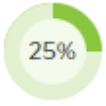
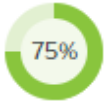
Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 16: Students will be recognized by teachers for extraordinary academic achievements. Every 9 weeks **Strategy's Expected Result/Impact:** Students will feel honored by receiving a token of appreciation and recognition at the end-of-year events. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Improve low-performing schools				

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 17: Provide incentives to include tangible and edible items to students who participate in Saturday School activities to increase self-esteem and expectations of our students. Weekly between September 2022 to June 2023. **Strategy's Expected Result/Impact:** Students will participate in Saturday remediation; resulting in improved scores. **Staff Responsible for Monitoring:** Administrators and Teachers **TEA Priorities:** Improve low-performing schools	10%	50%	80%	100%

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 18: Counseling offices will be maintained to provide a comfortable environment for students; to include items that have been proven effective in helping students with anxiety and/or mood disorders. Daily **Strategy's Expected Result/Impact:** Students will be offered services with resources that are appropriate for dealing with middle school student issues in a comfortable and adequate environment. **Staff Responsible for Monitoring:** Counselors; administrators **TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy**	70%	80%	95%	100%

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 19: Extra-curricular programs will recruit members through displays and booths during pre-registration events to help promote membership in organizations that foster a sense of community and belonging among the campus. August & December 2022, and June 2023 **Strategy's Expected Result/Impact:** Membership Numbers in the various organizations will increase. **Staff Responsible for Monitoring:** Administrators, Sponsors, Counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools	15%	55%	100%	100%

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 20: Presentations will be given to parents and students PBIS Tier II and Tier III - sessions will include various presenters (SRO, Security, Nurse, Counselors, Administrators, etc.) and will vary on necessary topics with supplemental materials and/or books e.g. Navigate, Building Wealth and/or 7 Habits of highly effective teens. Monthly **Strategy's Expected Result/Impact:** Discipline referrals and DAEP placements will decrease. **Staff Responsible for Monitoring:** Campus Administration Counselors **TEA Priorities:** Improve low-performing schools				

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 21: Areas will be provided where teachers can eat lunch and take breaks as necessary (coffee, chairs, tables, etc.) throughout the instructional day to help maintain a positive campus climate. Daily **Strategy's Expected Result/Impact:** Faculty members will have a place to eat and "unplug" as appropriate. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 22: Classrooms will be maintained in a clean and organized manner to provide a safe and clutter-free environment for students; furniture, paint, flooring, etc. will be replaced as appropriate to offer students an environment that is conducive to learning and helps provide an overall positive learning experience. Each Semester **Strategy's Expected Result/Impact:** Students will have a positive learning experience. **Staff Responsible for Monitoring:** Administration Department Chairs Custodians **TEA Priorities:** Improve low-performing schools				

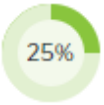
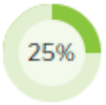
Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 23: The PBIS committee will use the SWIS program to monitor data to review adherence to the three core values: Respect, Responsibility, and Safety. Data will be used to adjust areas of focus and events/topics for Tier 1 presentations. PBIS members and new faculty and staff will attend PBIS training annually. **Strategy's Expected Result/Impact:** Detailed and accurate record-keeping of PBIS documentation. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Funding Sources:** PBIS Conference - 211: Title I, Part A Improving Basic Programs - 211.31.6239.00.041.30				

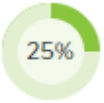
 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 2: Students who perform well in academics, make notable progress in reading, or have good attendance will receive recognition in various forms to increase self esteem and be motivated. The number of students recognized will show an overall increase from the 2021-2022 school year to the 2022-2023 school year.

Evaluation Data Sources: Counselors will ensure the coordination of periodic awards assemblies. Evaluation will reflect the total number of students recognized during the 2022-2023 school year. Literacy luncheons will be documented in campus calendars.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students who excel in reading through the library program and through Reading classrooms will be recognized at the periodic Literacy Luncheons and receive books and tangible incentives. Every 6 weeks through June 2023 **Strategy's Expected Result/Impact:** Students will be motivated to read and hence improve academic achievement through the use of honed reading skills. **Staff Responsible for Monitoring:** Counselor, Librarian, Administrators **TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Students will be recognized for academic progress as a result of participation in after-school and Saturday tutoring sessions. Weekly. Also will have access to the library desktops to improve in all content areas. **Strategy's Expected Result/Impact:** Scores on unit assessments and STAAR scores will improve (general campus-wide increase in scores.) **Staff Responsible for Monitoring:** Counselors, Teachers, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy** **Funding Sources:** Dell - 199: General, State Compensatory Education - 199.12.6395.00.041.30 - $13,266.12				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: GT students will be recognized for academic achievements and for participation in Team Quest and GT Family Nights. Semester **Strategy's Expected Result/Impact:** Students will participate in GT events and will enhance the learning experience through hands-on activities that build critical thinking skills. **Staff Responsible for Monitoring:** Administrator Research and Evaluation GT Campus Coordinator GT Teachers **TEA Priorities:** Connect high school to career and college	N/A	50%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Support student recognition programs such as Honor Roll, Academic Achievement, Student Council, National Junior Honor Society, Perfect Attendance, GT, Transition events, UIL Academics, Science Fair; PBIS Tier I incentives, PBIS Tier II graduation and other incentives as applicable to help promote a positive school climate. Monthly **Strategy's Expected Result/Impact:** Students will be motivated to achieve academic excellence. **Staff Responsible for Monitoring:** Counselors Librarian Teachers Administrators **TEA Priorities:** Improve low-performing schools **Funding Sources:** Misc Operating Expense - 289:Title IV, Part A Subpart 1 - 289.11.6499.01.041.30 - $1,010	25%	50%	75%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

San Elizario Independent School District

San Elizario High School

2022-2023 Goals/Performance Objectives/Strategies

Mission Statement

To motivate students to believe in themselves and instill the confidence necessary to reach their post-secondary goals.

Vision

San Elizario High School will prepare students to enter a four-year university or college of their choice by becoming a cutting-edge learning institution focused on advanced academics and college readiness.

Core Beliefs

Dedication to All Students

Commitment to All Students

Caring and Kindness for All Students

Table of Contents

Goals 4

Goal 1: To foster well-trained human capital in order to support student success and achievement. 4

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community. 11

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals. 60

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally. 69

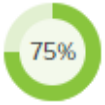
Goals

Goal 1: To foster well-trained human capital in order to support student success and achievement.

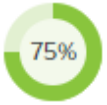
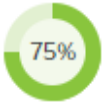
Performance Objective 1: Faculty will receive professional development addressing priority student need areas e.g. SPED & EL students.

HB3 Goal

Evaluation Data Sources: Certificates for attendance, agendas, sign-in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Teachers will participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC, to effectively implement best practices, sheltered instruction strategies (for EB students) Lead4ward strategies; SPED modifications & accommodations, and virtual lessons in the following areas: EOC/State Assessments, Gifted and Talented, AP and Dual Credit Courses, PBIS, SPED Updates, CTE, Attendance Recovery, like iXL, Study Island, etc. Technology, TEKS Resource System, STEMScopes, Literacy (creating a campus-wide culture of literacy); RDA (Results Driven Accountability); using Lead4ward reports; Interactive Word Walls in content areas, TRTW for elective and CTE classes, T-TESS & SLO training, etc. (Each semester) **Strategy's Expected Result/Impact:** Effective instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Department Chairs **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Staff Quality, Recruitment, and Retention 3 **Funding Sources:** Refreshments/Food - 199: General, Basic - 199.13.6499.00.001.99, Registration fees - 211: Title I, Part A Improving Basic Programs - 211.13.6239.00.001.30, Contractors/Vendor Fee - 199: General, Bilingual Education - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Campus support staff, including administrators, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development development in: ESF, Coaching, CTE, PBIS, CCMR, district initiatives, technology & platforms, administrative and para-professional conferences, book studies that are offered at the campus (on-site), Region 19 and/or other credentialed organizations. (Monthly) **Strategy's Expected Result/Impact:** Support staff will be better prepared to support teachers and students in the overall learning process. **Staff Responsible for Monitoring:** Administrators Instructional Specialists PBIS Team Leader **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 2, 3 **Funding Sources:** Books for Professional Development - 211: Title I, Part A Improving Basic Programs - 211.13.6329.00.001.30, Books for Professional Development - 199: General, Bilingual Education - 199.13.6329.00.001.25, Books for Administrators & Campus leaders for Professional Development - 263: Title III, Part A English Language Acq. - 236.23.6329.00.001.25 - $534.50, Professional Development: r19 - 211: Title I, Part A Improving Basic Programs - 211.23.6329.00.001.30 - $525, General Supplies - 289:Title IV, Part A Subpart 1 - 289.13.6399.01.001.30 - $1,000, Region 19 - PBIS - 289:Title IV, Part A Subpart 1 - 28913.6239.02.001.30 - $700, General Supplies - 289:Title IV, Part A Subpart 1 - 289.23.6399.02.001.30 - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Campus Instructional Specialists will work with classroom teachers to support student learning, and to carry out district initiatives in all content areas via provision of professional development and modeling of best-practice instruction. The Campus Instructional Specialists are responsible for improvement of teaching and learning at the campus (2 FTEs). (Daily) **Strategy's Expected Result/Impact:** Lesson plans will be directly aligned with the academic goals of the campus and will be reflective of best practices. Teachers will have increased scores in unit and interim assessments. **Staff Responsible for Monitoring:** Campus Administration Coordinator of Instructional Programs Planning and Instruction - Instructional Officers **TEA Priorities:** Recruit, support, retain teachers and principals - - **Results Driven Accountability** **Funding Sources:** Campus Instructional Specialist - (2 FTE's) Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.13.6119.00.001.30 - $109,691.94				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Campus counselors and the CCMR specialist will remain current on financial aid, graduation requirements, higher education opportunities and testing requirements, and other topics pertinent to their duties by attending monthly meetings, participating in sessions with EPCC, Region 19 ESC and/or UTEP or others that are specifically for secondary education. (Monthly) **Strategy's Expected Result/Impact:** Counselors will assist students in completing financial aid information, preparing for ACT/SAT, completing college applications, meeting graduation requirements, and earning college credit thru Dual Credit courses, AP classes, and/or Early College High School. **Staff Responsible for Monitoring:** Principal Assistant Principals Career & Tech Coordinator P & I Staff **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Results Driven Accountability**	25%	35%	40%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: The RLA instructional specialist, ESL/English 1 teachers, and ESL/English 2 teachers will participate in face-to-face conferences; virtual and physical professional development sessions; Region 19 ESC units, and other training that will help us better prepare Emergent Bilingual Students for End-of-Course assessments. Weekly **Strategy's Expected Result/Impact:** ESL students will make academic progress in the area of English Language Arts. **Staff Responsible for Monitoring:** Administrators RLA Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals **- - Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 **Funding Sources:** Registration Costs; Contract Payment for Region 19; Travel Expenses - 199: General, Bilingual Education - 199.13.6411.11.001.25, Registration Costs; Travel Expenses | Non Local - 199: General, Bilingual Education - 199.13.6412.11.001.25, Seidlitz Books - 263: Title III, Part A English Language Acq. - $3,150	15%	25%	35%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: EL and SPED students continue to have low rates of Approaches, Meets or Masters in EOC testing; district rated as "Needs Assistance" for Special Education. **Root Cause**: Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into daily lessons.

Staff Quality, Recruitment, and Retention

Problem Statement 2: Para-professionals can better support student learning by supporting teachers. **Root Cause**: Instructional aides can serve small groups and help monitor progress with more PD.

Problem Statement 3: Administrators, Counselors, Teachers, and Support Staff need more training on how to handle the current pandemic and the stress/issues it brings to our students and faculty. **Root Cause**: The pandemic has brought on new challenges for educators and students - both the academic progress and the social emotional health of students must be addressed.

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 2: The campus will implement recruitment strategies to attract, hire, and retain quality teaching staff and support personnel, ensuring that all students have an opportunity to receive the highest quality of academic instruction and learning experience.

Evaluation Data Sources: Retention rate, average years' of experience for teachers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Administrative staff will attend the annual recruitment fair at UTEP and assist the Human Resources department by providing information needed to seek out potentially qualified applicants needed for employment positions and anticipated openings throughout the year. (Yearly) **Strategy's Expected Result/Impact:** Percentage of open positions filled by quality, certified applicants will increase. **Staff Responsible for Monitoring:** Human Resources Director Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Instructional Aide 1FTE - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.001.30 - $32,491.10	N/A	15%	30%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The campus will actively recruit quality, certified teachers for the secondary level; encourage teachers to become credentialed with EPCC; and support the approval/implementation of the Teacher Incentive Allotment at SEISD. Teachers in hard-to-staff disciplines (math, science, SPED, ESL, Dual Credit Teacher Leaders) will receive a stipend. (Each semester) **Strategy's Expected Result/Impact:** All teachers will meet the highly qualified standards. **Staff Responsible for Monitoring:** Administrators/Human Resources **TEA Priorities:** Recruit, support, retain teachers and principals -	30%	45%	50%	→

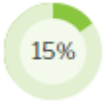
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

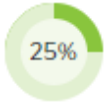
Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 3: SEHS will take steps to retain teachers by offering continued support and recognition, and by creating a safe and welcoming environment.

HB3 Goal

Evaluation Data Sources: Retention Rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Teachers will have a place to keep, refrigerate, and heat food for meal times. (Daily) **Strategy's Expected Result/Impact:** Teachers will feel comfortable in the working environment. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Counselors **TEA Priorities:** Recruit, support, retain teachers and principals -				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Faculty and staff members will be recognized throughout the academic year for efforts in improving student learning and creating a positive climate at SEHS. (Daily) **Strategy's Expected Result/Impact:** Employees will feel appreciated and stay with SEISD (increased retention rate.) **Staff Responsible for Monitoring:** Campus Leaders: Instructional Specialists, Counselors, Administrators, and librarian. **TEA Priorities:** Recruit, support, retain teachers and principals -				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Teachers will be provided a guest teacher (substitute) to carry out classes during an absence; if class combining is not available. Absences for PD sessions, ARD participation, on-site testing, etc. (Daily) **Strategy's Expected Result/Impact:** Students will have an adult to continue instruction on days that the teacher is absent. **Staff Responsible for Monitoring:** Administrators Instructional Specialists **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 1: Students will increase performance as measured by the 2021-2022 EOC Exams, based on data from the COVID-19 Pandemic year in the following areas:

English I:
Approaches--
Meets--
Masters--

English II:
Approaches--
Meets--
Masters--

Algebra I:
Approaches--
Meets--
Masters--

Biology:
Approaches--
Meets--
Masters--

U.S. History:
Approaches--
Meets--
Masters--

Evaluation Data Sources: EOC Assessment Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Purchase a variety of book titles for classroom, campus, & office libraries to promote a culture of literacy, provide educational opportunities, address mental health issues, expand post-secondary awareness, and increase student literacy levels. Titles should include fiction and non-fiction books, magazines, Ebooks, TexQuest, Educational DVDs, reference books, and audio books. Professional titles will be available for teachers and staff. Continue issuance of free books to High School students to promote literacy. Daily				
Strategy's Expected Result/Impact: Students and community members will have a variety of resources available. **Staff Responsible for Monitoring:** Librarian Instructional Specialists RLA, ESL, EOC Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Results Driven Accountability** **Problem Statements:** Student Achievement 1, 3 **Funding Sources:** Books for ESL/RLA classrooms - 263: Title III, Part A English Language Acq. - 263.11.6329.01.001.25 - $2,500, Books for At-RIsk/Intervention Classrooms - 199: General, State Compensatory Education - 199.11.6329.10.001.30 - $6,000, Books for Mini libraries - 211: Title I, Part A Improving Basic Programs - 211.11.6329.00.001.30 - $3,550, Books for classroom libraries libraries - 211: Title I, Part A Improving Basic Programs - 211.11.6329.00.001.30 - $3,549.60, Library Books - 88 Titles - 211: Title I, Part A Improving Basic Programs - 211.12.6329.00.001.30 - $1,033.83, 182 Printed Library Books & 182 ebooks - 211: Title I, Part A Improving Basic Programs - 211.12.329.00.001.30 - $5,088, Library E-Books Comics 1 Year Subscription - 211: Title I, Part A Improving Basic Programs - 211.12.6396.00.001.30 - $674, 37 Library books to promote the culture of literacy - 211: Title I, Part A Improving Basic Programs - 211.12.6329.00.001.30 - $2,029.01, Software Licence Reading and Math Interventions 1/1/23- 6/30-2023 - 199: General, State Compensatory Education - 199.11.6396.10.001.30 - $7,125, books for classroom libraries - 199: General, Bilingual Education - 199.11.6329.00.001.25 - $8,000, Library Books - 211: Title I, Part A Improving Basic Programs - 211.12.6329.00001.30 - $5,000, General Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.00.001.30 - $758				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Promote the use of technology to enhance student learning and increase student achievement. Technology used by faculty and students (both devices and software/data bases) throughout campus (library, MPR, classrooms, etc.) to include Promethean Boards, Active Panels, Surface Pros, chromebooks, ELMOs/Document Readers, laptop PCs, projectors, Livescribe Pens, iPods and iPads, calculators, graphing calculators (TI84, SE, batteries and replacements), DVD players, cameras, video cameras, photo smart printers, Flash drives, surge protectors, digital recorders, electronic dictionaries, portable speaker, sound systems, charging towers, charging stations, and Earphones/Ear buds. Edpuzzle, Nearpod, News2You, KAMI, and Google Suite, etc. Daily **Strategy's Expected Result/Impact:** Lessons enhance through the use of technology will result in increased student learning. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Webmasters **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Technology 1 **Funding Sources:** Software Frontling, A Plus, IXL Edgenuity, Sirius - 199: General, State Compensatory Education - 199.11.6396.10.001.30 - $110,000, iPads for ESL Classrooms - 263: Title III, Part A English Language Acq. - 263.11.6395.00.001.25 - $15,988.25, Software- Licenses KAMI Peardeck - 211: Title I, Part A Improving Basic Programs - 211.11.6396.00.001.30 - $1,325, Teacher Laptops & Accessories - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.001.30 - $23,925.84, Technology Equipment -Desktops, Printer & ActivPanel for Library - 211: Title I, Part A Improving Basic Programs - 211.12.6395.00.001.30 - $12,437.16, Technology: Counselors - 211: Title I, Part A Improving Basic Programs - 211.31.6395.00.001.30 - $4,373.46, Software - Absolute Resilience - 211: Title I, Part A Improving Basic Programs - 211.31.6396.00.001.30 - $253.14, Software- EdPuzzle - 211: Title I, Part A Improving Basic Programs - 211.13.6396.00.001.30 - $975, CDW Government - V . Pulido Laptop - 211: Title I, Part A Improving Basic Programs - 211.13.6395.00.001.30 - $1,718.44, CDW Government - V . Pulido - Microsoft Surface service - 211: Title I, Part A Improving Basic Programs - 211.13.6249.00.001.30 - $99.65, CHarging Towers/Stations - 199: General, State Compensatory Education - 199.11.6399.10.001.30 - $5,000, DELL: Student technology - 199: General, State Compensatory Education - 199.11.6395.10.001.30 - $38,000, Technology Equipment -CDW 54 Chrome books - 199: General, State Compensatory Education - 199.11.6395.10.001.30 - $22,655.70, Pro-Computing: Relocation of Activ Panels - 211: Title I, Part A Improving Basic Programs - 211.11.6249.00.001.30 - $2,300.35, Charging Towers, laptops, - 199: General, Bilingual Education - $20,000, Dell Marketing -Replacing 9 teacher laptops - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.001.30 - $11,655, Technology Equipment (Including Charging/ Stations) - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.001.30 - $48,650, CDW: IPEVO (doc readers) - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.001.30 - $1,250, Software - 289:Title IV, Part A Subpart 1 - 289.11.6396.03.001.30 - $350, Technology Equipment - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.001.30 - $20,912.01, Softeare/Licenses - 199: General, State Compensatory Education - 199.71.6514.00.001.30 - $1,325				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide credit recovery programs (A+ or Edgenuity), access to Remediation (IXL), and Credit by Exam (CBE) for students at risk of not graduating due to lack of required credits. (Daily). **Strategy's Expected Result/Impact:** Number of Students Obtaining Needed Credits Through A PLUS or Edgenuity, Number of Students Passing End of Course Retests, and Cohort Graduation Rate will increase. **Staff Responsible for Monitoring:** Campus Administration CCMR Specialist Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability** **Problem Statements:** Student Achievement 3 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** - 211: Title I, Part A Improving Basic Programs - 211.11.6396.00.001.30, Edgenuity, A Plus, IXL - 199: General, State Compensatory Education - 199.11.6396.10.001.30 - $110,000, Seidlitz - 263: Title III, Part A English Language Acq. - $0	60%	65%	70%	

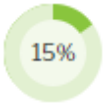
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Identify and monitor all at-risk students students; and provide remediation and academic support to ensure academic progress. Each 9 weeks **Strategy's Expected Result/Impact:** At-Risk folders will reflect the interventions and student progress ; interventions will happen in the at-risk/intervention classrooms. **Staff Responsible for Monitoring:** Administrators Coordinator for School Improvement At Risk/PRS Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 1 **Funding Sources:** General Supplies for the At-Risk/Intervention Classroom - 199: General, State Compensatory Education - 199.11.6399.10.001.30 - $4,000, CDW: Graphing Calculators - 199: General, State Compensatory Education - $14,098, Saddleback - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.001.30 - $0	25%	40%	45%	

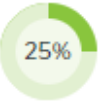
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Transportation will be provided for students attending after-school tutoring, Intercession classes, and Saturday School (Weekly). **Strategy's Expected Result/Impact:** Students will receive remediation, preparation, and opportunities to recover lost credit. **Staff Responsible for Monitoring:** Principal Coordinator for School Improvement Support Services Director **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** Transportation - 199: General, State Compensatory Education - 199.11.6494.05.001.30 - $10,000, Seidlitz - 263: Title III, Part A English Language Acq. - 263.13.6329.001.25 - $3,232.40	50%	55%	75%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Use EOC results, TELPAS Results, MAP data, Eduphoria reports (CBA), AP pre-assessments, and all available student data to adjust instructional strategies. Data-driven lessons will include EOC study skills, re-tester computer labs, updating technology equipment, software, onsite licenses, student workbooks, IOWA Exam Kits, preLAS exam kits, intervention kits, AP workbooks, supplemental supplies, and supplies for student study guides (note taking) for 9th, 10th, 11th and 12th grade students, to ensure success on EOC, AP, and other summative assessments. Each 9 weeks **Strategy's Expected Result/Impact:** Data will be part of the decision making when purchasing supplies and materials. **Staff Responsible for Monitoring:** Campus Administrators Coordinator for School Improvement Instructional Specialists EOC Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** Workbooks - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.001.30 - $3,511.06, Workbooks and supplemental/general supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.00.001.30 - $0, intervention kits - 199: General, State Compensatory Education - $1,300, flip charts, easels, workbooks - 199: General, Bilingual Education - $15,000	5%	30%	55%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Increase English language development in all four domains: Listening, Speaking, Reading and Writing skills through implementation of Dictado, Flipgrid, Rosetta Stone, Babbel, Sheltered instruction and TRTW. TEKS & ELPS will be included in all lesson plans to address English language development. Daily **Strategy's Expected Result/Impact:** EL students will show progress in TELPAS results; students will exit LEP status. **Staff Responsible for Monitoring:** Instructional Specialists Bilingual Instructional Officer **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Software Rosetta Stone - 263: Title III, Part A English Language Acq. - 263.11.6396.00.001.25 - $1,480	25%	45%	60%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: SEHS Educators (counselors, administrators, support members, etc.) will create culturally responsive classrooms that promote mindfulness and decrease anxiety by integrating Social Emotional Learning into weekly lessons and by embedding appropriate interventions into daily lessons. Daily **Strategy's Expected Result/Impact:** Students will learn and perform to their potential. **Staff Responsible for Monitoring:** Campus Administrators Counselors Instructional Specialists Teachers and Para-Educators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Demographics 2 **Funding Sources:** - General Supplies - SEL Materials - 289:Title IV, Part A Subpart 1 - 289.31.6399.01.001.30 - $2,500, Extra Duty Pay - 289:Title IV, Part A Subpart 1 - 289.31.6117.01.001.30 - $3,000, Misc. Operating Expenses - 289:Title IV, Part A Subpart 1 - 289.31.6499.01.001.30 - $2,000	100%	100%	100%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Continue with the nomination and assessment of students for the GT program. Each semester **Strategy's Expected Result/Impact:** Identified students will enter the GT program after going through the nomination process. **Staff Responsible for Monitoring:** GT Administrator GT Campus Coordinator GT Campus Teacher **ESF Levers:** Lever 5: Effective Instruction				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: GT students will be clustered with a designated GT teacher and their academic needs will be addressed through differentiated instruction in their identified area of academic strength within the four core curricular areas. Materials needed to effectively implement differentiated instruction include advanced reading materials, consumables for project-based learning (PBL), biographies, consumables for differentiated lessons (paper, color paper, post-its etc.) GT students will participate in off-campus events and field trips. Daily **Strategy's Expected Result/Impact:** Students will have a display of accomplishments at the end of each semester. **Staff Responsible for Monitoring:** GT Teacher GT Campus Coordinator Student Activities Manager **TEA Priorities:** Improve low-performing schools -	N/A			

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Provide students with disabilities the necessary supports and assistive devices to accommodate instruction e.g. weighted pencils, pencil grips, raised lined paper, visual, organizational, and note taking strategies to facilitate the learning process. Daily **Strategy's Expected Result/Impact:** Student with special needs will have the same access to learnings as all general ed students; thus providing equitable education at SEHS. **Staff Responsible for Monitoring:** Campus Administrators SPED Directors SPED Teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Staples: Graphing Calculator - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.001.30 - $1,079.85	30%	35%	35%	→

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: The TEKS Resource System (TRS) and task analyses tool will be used in curriculum planning and lesson plan design. Instructional Focus Document, Year-at-a-Glance, TEKS verification, and the Vertical Alignment Document will be used to ensure student success. Supplies and technology necessary to effectively implement scope and sequence such as laptops, projectors, iPads (and replacements as needed), ring binders, paper, markers, pencils and notebooks will also be provided. Planning time will be used for review of TEKS Resource System alignment. Weekly **Strategy's Expected Result/Impact:** Teachers will be equipped will the necessary tools to deliver quality instruction. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Department Chairs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**	30%	40%	55%	→

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 13: Reorganization of newcomer course offerings will be monitored to foster improved learning and delivery of targeted instructional strategies for ELs and newcomer students. Strategies & materials will be used to ensure success include Sentence Frames, Dictado, flip grid, Sheltered instruction, Pathway to Proficiency, intervention kits, and other resources. Each 9 weeks **Strategy's Expected Result/Impact:** Newcomer students will be academically successful in all classrooms. **Staff Responsible for Monitoring:** Administrators Instructional Specialists ESL Teacher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** flash cards, general supplies - 263: Title III, Part A English Language Acq. - 263.11.6399.00.001.25 - $8,577.60, - 199: General, Bilingual Education - 199.11.6399.00.001.25 - $8,000, Teacher Created Materials - 263: Title III, Part A English Language Acq. - 263.11.6329.00.001.25 - $0	15%	35%	55%	→

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 14: Implement a variety of reading strategies across the content area to improve all students' performance in English I & II EOC; (Comprehension Constructors, Daily Calendar, SQ3, Annotation of Text, Reading With a Purpose in Mind (non fiction), Exploring and Expanding Literacy Instruction, Secondary Reading Institute, DOK Questioning Strategies, End of the year Novel Project. Support reading strategies by providing the necessary instructional reading materials; textbooks, dictionaries and supplies to include dictionaries, copy paper, manila folders, Elmos, highlighters, Post-it notes, and markers. Daily **Strategy's Expected Result/Impact:** Increase in EOC English I and II STAAR Performance **Staff Responsible for Monitoring:** Administrators RLA Instructional Officer RLA Instructional Specialist **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**	25%	55%	55%	→

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 15: Provide after-school and evening tutoring, Saturday School, internal tutorials, intercession remediation and prep, and summer school sessions to support 9th, 10th, 11th and 12th grade students that are in danger of being retained, losing credit, dropping out, or not meeting the standards on EOC and/or AP assessments; by using all available resources to include A+ or Edgenuity, IXL, credit recovery, workbooks, tutoring mobile stations, updated study materials that address EOC for all content areas. Tutoring to be given by teachers and monitored by para-educators. Weekly **Strategy's Expected Result/Impact:** Retention and/or reclassification rates will decrease; students will be success on EOC, AP, and other assessments with increasing rates. **Staff Responsible for Monitoring:** Administrators At-Risk Teacher Tutoring Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**	20%	25%	45%	

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 16: Provide students with visual and hands-on strategies to facilitate the learning process in science classrooms. Students will have access to laboratory materials and tools to include dissection kits, motion detectors, chemicals, clipboards and other instructional supplies to complete lab/lab recordings. Provide resources to facilitate science instruction: STEMScopes print bundle. Daily **Strategy's Expected Result/Impact:** Students will have access to all materials needed to effectively master the science content standards. **Staff Responsible for Monitoring:** Campus Administrators P & I Science Instructional Officer Science Instructional Specialist Science Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Science Lab Materials/Resources - 199: General, State Compensatory Education - 199.11.6399.10.001.30 - $25,822.10, Software/Licenses - 211: Title I, Part A Improving Basic Programs - $25,000, CC Imex: Bio Supplies - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.001.30 - $23,661, Misc. Operating Expenses - 289:Title IV, Part A Subpart 1 - 289.11.6499.02.001.30 - $6,550	50%	55%	55%	

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 17: Provide supplies, contracted services, and transportation for students to participate and compete in non-athletic extracurricular activities. This is to include: Cheerleading, NJROTC, Dance, Theater, Student Council, band, OAP, etc. Each semester **Strategy's Expected Result/Impact:** Students will travel and compete in various activities bringing recognition to the school and district. **Staff Responsible for Monitoring:** Campus Administrators Student Activities Manager Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Band Supplies - 199: General, Basic - 199.11.6393.38.001.11				

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 18: Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students. (Daily) **Strategy's Expected Result/Impact:** With smaller class size, students will receive more focused instruction. **Staff Responsible for Monitoring:** Campus Administration At Risk Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**	N/A	N/A	N/A	

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 19: Provide a Disciplinary Alternative Education Program (DAEP) on campus (Daily). **Strategy's Expected Result/Impact:** Enrollment and Successful exits of students placed in DAEP. **Staff Responsible for Monitoring:** Campus Administration PBIS Team Members Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** DELL: Desktop computer - 199: General, State Compensatory Education - $1,105.51, CDW: Printer - 199: General, State Compensatory Education - $427.91	10%	20%	25%	

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 20: Supplies to facilitate and provide supplemental services and instruction to at risk students enrolled in Compensatory Education Home Instruction (CEHI) and pregnancy-related services program through support provided by homebound and/or virtual instruction. (Daily) **Strategy's Expected Result/Impact:** Documented Hours of homebound Services Provided; credit acquisition by students receiving services **Staff Responsible for Monitoring:** Campus Administration At-Risk Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**	15%	25%	25%	

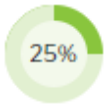
Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 21: Provide research-based interventions aligned to the TEKS and reviewed by the multi-tiered support system team, specifically RtI: Scientifically research-based supplemental resources and materials for instruction and interventions (Intervention Kits, workbooks, software e.g. Study Island, Frontline, etc). (Daily) **Strategy's Expected Result/Impact:** Students will receive quality instruction with interventions. **Staff Responsible for Monitoring:** Campus Administration Instructional Specialists Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** workbooks - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.001.30 - $10,000, workbooks - 199: General, State Compensatory Education - 199.11.6399.15.001.30, software - 199: General, State Compensatory Education - 199.11.6396.00.001.30 - $532, intervention sets and workbooks - 199: General, Bilingual Education - 199.11.6399.00.001.25 - $12,000	20%	25%	35%	

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 22: The campus leadership team will meet minimum of twice a month to discuss campus issues (academic, culture, status, future endeavors, etc.) Monthly **Strategy's Expected Result/Impact:** Campus Leadership will work as a team to address campus issues and hold each other accountable. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	35%	50%	45%	

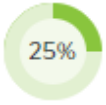
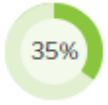
Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 23: Meet with Site Based Decision Making Team (SBDM) once a month to review campus needs. Monthly **Strategy's Expected Result/Impact:** Committee will review Campus Improvement Plan and review alignment of calendar events with the goals. **Staff Responsible for Monitoring:** Principal SBDM Members **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**	25%	40%	35%	

Strategy 24 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 24: Meet with Campus Instructional Leaders bi- monthly to discuss to review curriculum priorities. Quarterly **Strategy's Expected Result/Impact:** Committee will keep instructional activities current **Staff Responsible for Monitoring:** Principal Instructional specialists Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**	25%	35%	25%	

Strategy 25 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 25: Establish vertical and horizontal alignment processes to include middle school personnel. The instructional coaches will visit the middle school to assist teachers there. Middle school instructional specialists will visit the high school. Each Semester. **Strategy's Expected Result/Impact:** Instructional Rounds will assist staff in aligning instruction. **Staff Responsible for Monitoring:** Instructional Specialists P & I **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**	N/A	20%	20%	

Strategy 26 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 26: Provide teachers access to students' special population codes as permitted by TEAMS. Special population lists will be provided to teachers electronically or with hard copies. Monthly **Strategy's Expected Result/Impact:** Teachers will be knowledgeable of students. **Staff Responsible for Monitoring:** PEIMS Coordinator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 27 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 27: Teen parents will be encouraged to continue their education at SEHS with the opportunity for Compensatory Education homebound Instruction (CEHI) services as needed. The At-risk teacher will give guidance to teen parents about staying in school. Monthly **Strategy's Expected Result/Impact:** Student parents will succeed in earning credit via non-traditional methods. **Staff Responsible for Monitoring:** Administrators Instructional Specialists At-Risk Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**				

Strategy 28 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 28: Continue co-teaching model in courses that require students to take an End-of-Course Exam in order to ensure positive passing rates for our students with disabilities. Each 9 weeks **Strategy's Expected Result/Impact:** Special needs students will receive access to general ed curriculum and support via the assigned SPED teacher. **Staff Responsible for Monitoring:** Administrators Co-Teaching partnering teachers SPED Director **TEA Priorities:** Improve low-performing schools **- - Results Driven Accountability**				

Strategy 29 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 29: Monitor and evaluate the effectiveness of student intervention plans, personal graduation plans, and accelerated instructional plans. Each semester **Strategy's Expected Result/Impact:** Counselors & RtI team members will monitor students to make sure they are on track for graduation. **Staff Responsible for Monitoring:** Counselors RtI Teachers At-risk Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**	25%	30%	40%	→

Strategy 30 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 30: Continue to utilize TRS and implement task analyses tools to drive instruction at all grade levels through Professional Learning Communities. Monthly **Strategy's Expected Result/Impact:** Effective instruction will follow the curriculum that will be aligned to state standards. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Instructional Officers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**	35%	45%	50%	→

Strategy 31 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 31: Identify students in need of summer school assistance; and provide student transportation; have extra duty pay for teachers and support staff. Identify students based on AIPs (8th to 9th grade); entry into SEECHS (Summer Bridge Program); TSIA2 scores; EOC scores and grade reports, Eagle Ops (Dropout Recovery). Second semester **Strategy's Expected Result/Impact:** Students will recover credits and close learning gaps during the summer. **Staff Responsible for Monitoring:** Administrators Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**	35%	40%	40%	

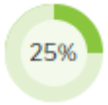
Strategy 32 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 32: Increase effective use of instructional computer labs for Texas Success Initiative Assessment 2 (TSIA) testing and for credit recovery (A+ or Edgenuity). Each semester **Strategy's Expected Result/Impact:** More students will have succeed on the TSIA2 test and the credit recovery programs. **Staff Responsible for Monitoring:** Teachers Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**	10%	20%	25%	

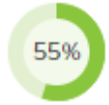
Strategy 33 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 33: Utilize AWARE in order to analyze student assessment data and familiarize themselves with pertinent student data. Each 9 weeks **Strategy's Expected Result/Impact:** Departments will discuss assessment data to plan the best instructional strategies. **Staff Responsible for Monitoring:** Campus Administration Faculty **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**	85%	70%	55%	

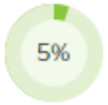
Strategy 34 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 34: Teachers strategically use programs/concepts to build students in various areas such as Transition to Algebra, Gizmo. Daily **Strategy's Expected Result/Impact:** Students will get reinforcement in Algebra. **Staff Responsible for Monitoring:** Algebra Teachers, Campus Administration, P & I **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**	30%	55%	60%	

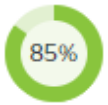
Strategy 35 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 35: Provide supplies to the P.E. department in order to promote student achievement. Daily **Strategy's Expected Result/Impact:** Student fitness **Staff Responsible for Monitoring:** P.E. Teacher, Administration	15%	25%	60%	

Strategy 36 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 36: A Campus College, Career, Military Readiness Sepcialist will provide guidance and assist students with the overall administration and campus level operations of college readiness programs. (1 FTE) (Daily) **Strategy's Expected Result/Impact:** Coordinate and increase the number of students in the dual credit programs, AP placement/testing, in early college high school, that are successful with TSIA2, prepare for SAT/ACT. Maintain a standard of conduct that is supportive of the college, career, and military readiness program. **Staff Responsible for Monitoring:** Campus Administration Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability** **Funding Sources:** Career & College Readiness Specialist (1 FTE) Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.001.30 - $64,709.20	20%	30%	95%	

Strategy 37 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 37: Provide supplies to students in art classes to ensure success and promote creativity. (Daily) **Strategy's Expected Result/Impact:** Student art work displayed during a showcase. **Staff Responsible for Monitoring:** Campus Administration Teacher				

Strategy 38 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 38: Provide students in the Theater Arts program supplies necessary to complete their shows and have supplies necessary. (Daily) **Strategy's Expected Result/Impact:** Plays will be attended by a wide audience. Students will be successful in One Act Play. **Staff Responsible for Monitoring:** Campus Administration Teacher				

Strategy 39 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 39: Provide students with supplies needed to compete in UIL activities. (Daily) **Strategy's Expected Result/Impact:** Students will compete in UIL activities **Staff Responsible for Monitoring:** Campus Administration	N/A			

Strategy 40 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 40: Provide ROTC students with the supplies needed to make them successful in the program. (Daily) **Strategy's Expected Result/Impact:** ROTC students will achieve and excellent rating. **Staff Responsible for Monitoring:** Campus Administration Instructors				

Strategy 41 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 41: Provide supplies needed for Student Council to help expand the program and recruit new members. (Daily) **Strategy's Expected Result/Impact:** Student Council will receive recognition in their district. **Staff Responsible for Monitoring:** Campus Administration Student Council Advisor **Funding Sources:** Membership Fees - 199: General, Basic - 199.36.6495.00.001.99				

Strategy 42 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 42: ESL teachers and aides will use the LAS assessment for newly enrolled students from another country or state & /or to review proficiency level. To have available resources to implement test such as, CD player, individual student folders and testing materials. Monthly **Strategy's Expected Result/Impact:** Students will be placed in the correct placement determined by the LPAC committee and LAS results. **Staff Responsible for Monitoring:** LPAC clerk LPAC teacher **Results Driven Accountability** **Funding Sources:** Classroom Aide - Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.001.30 - $32,491.10	20%	30%	30%	

Strategy 43 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 43: Students in ESL/RLA classrooms will have access to books with classroom libraries that provide reference materials and grade-appropriate reading materials. Daily **Strategy's Expected Result/Impact:** Increase in literacy skills as evidenced in TELPAS and EOC scores. **Staff Responsible for Monitoring:** RLA Instructional Specialist & RLA/ESL Teachers **TEA Priorities:** Build a foundation of reading and math - **- Results Driven Accountability** **Funding Sources:** books - 263: Title III, Part A English Language Acq. - 263.11.6329.00.001.25	25%	40%	85%	

Strategy 44 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 44: Special Ed Units will have general supplies necessary to implement daily lessons in life skills and ASC and resource. Daily **Strategy's Expected Result/Impact:** Students will learn as per IEP **Staff Responsible for Monitoring:** SPED Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** Leveled Books - 199: General, Special Education - 199.11.6329.00.001.23	10%	35%	35%	

Strategy 45 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 45: Provide supplies needed for National Honor Society to help expand the program and recruit new members. (Daily) **Strategy's Expected Result/Impact:** National Honor Society will receive recognition in their district. **Staff Responsible for Monitoring:** Campus Administration National Honor Society Advisor **Funding Sources:** Membership - 199: General, Basic - 199.36.6495.00.001.99				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Several students continue to struggles with mental health issues brought on by isolation during the pandemic. **Root Cause**: The pandemic brought many worries and stressors; some students have not yet learned the skills needed to resolve and/or overcome mental health; and pursue emotional wellness.
Student Achievement
Problem Statement 1: EL and SPED students continue to have low rates of Approaches, Meets or Masters in EOC testing; district rated as "Needs Assistance" for Special Education. **Root Cause**: Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into daily lessons. **Problem Statement 2**: AP scores continue to be below 40% of students scoring 3+ **Root Cause**: Teachers need more exposure to the content and testing for AP credit. **Problem Statement 3**: Students returned from Pandemic with learning gaps. **Root Cause**: Pandemic & Mental Health Issues.
Curriculum, Instruction, and Assessment
Problem Statement 1: EL and SPED students continue to show little success on EOC assessments. **Root Cause**: Teachers need additional training and guidance in strategies for test-taking, engaging EL and SPED students, Task Analysis, etc. **Problem Statement 2**: Overall AP scores show less than an average of 40% of tested students score 3+. **Root Cause**: Students require additional support for preparation in the subject area.
Technology
Problem Statement 1: Virtual Learning has shown that many students and teachers still struggle in the use of various platforms. A small percentage of teacher use multiple applications in daily lessons. Approximately 7 of 10 walk throughs show only the use of Google Classroom, Meets, and/or Slides. Many do not include Jamboard, Kami, Videos, Flipgrid, etc. on daily lessons. **Root Cause**: We were hit with the pandemic unexpectedly; we continue to play "catch up" with some areas of technology.

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 2: Students will increase performance as measured by improvements on college entrance and college readiness examinations as follows:

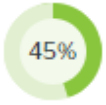
ACT Average Cohort Score: 17.2 to 20.6
SAT Average Cohort Score: 900 to 1027
All Advanced Placement Examinations: 36.42 to 50.6 scoring 3+
The rate of successful Dual Credit Course Completion will increase from 57.5% to 73.0%.

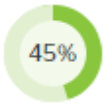
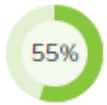
Evaluation Data Sources: ACT, SAT, Advanced Placement Examination Results, Advanced Placement Course Completion, Dual Credit Course Completion

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Increase ACT, PSAT, SAT, AP, and TSIA participation by testing Freshmen, Sophomores, Juniors, and Seniors to determine Dual Credit placement and include test prep seminar sessions each semester. Provide and facilitate testing process with calculators, recorders, batteries, and other supplies needed for testing. Each semester **Strategy's Expected Result/Impact:** More students will be enrolled in college level courses. **Staff Responsible for Monitoring:** Assistant Principals CCMR Specialist Counselors **TEA Priorities:** Connect high school to career and college - - **Results Driven Accountability**	N/A	15%	15%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Create field trip opportunities for At Risk students to attend UTEP, EPCC, NMSU, Western Tech, and other post secondary institutions. Each semester **Strategy's Expected Result/Impact:** Students are exposed to college life through field trips to UTEP and NMSU. **Staff Responsible for Monitoring:** CCMR Specialist Counselors At-Risk Teacher **TEA Priorities:** Connect high school to career and college - **Results Driven Accountability**	40%	50%	60%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: CCMR Specialist and Counselors will promote awareness in financial aid to support higher education goals. This includes scholarships. They will also continue to utilize ApplyTexas.org. Daily **Strategy's Expected Result/Impact:** Counselors have all current information needed to assist students. **Staff Responsible for Monitoring:** CCMR Specialist and Counselors **TEA Priorities:** Connect high school to career and college **- Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Provide necessary support and expand student participation through opportunities for college credit with courses such as CBE, Dual Credit, AP, and EOC in order to support college Readiness initiatives. Provide teachers and students with the necessary textbooks, reading materials, supplies/technology equipment to properly conduct courses, i.e.: binders, markers, colored pencils, ISN's, textbooks, computers, laptops, calculators, benchmark booklets, etc. Daily **Strategy's Expected Result/Impact:** Students will graduate from SEHS with college credit hours. **Staff Responsible for Monitoring:** CCMR Specialist Counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Funding Sources:** Technology Equipment - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.001.30 - $4,824, Dual Credit Books - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.001.30, Dual Credit Books - 199: General, State Compensatory Education - 199.11.6321.00.001.30, Novels, Reference Books - 289:Title IV, Part A Subpart 1 - 289.11.6329.01.001.30 - $4,522.20				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Attendance and Leaver Committee will meet every nine weeks to ensure and monitor that all students graduate in four years from high school. The committee will meet as needed to review data on dropouts, no shows, and students who are lacking credits and have not met standard on state-mandated tests. Home visits will be made when necessary to recover improper leavers. Every 9 weeks **Strategy's Expected Result/Impact:** Student will complete their high school requirements. **Staff Responsible for Monitoring:** Assistant Principals Registrar Clerk Attendance Clerk **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

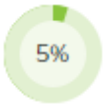
Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

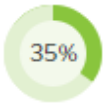
Performance Objective 3: The four-year (on time) graduation rate will increase from 86.6% to 91.0%, (TEA Performance Report Card)
The five-year (longitudinal) graduation rate will increase from 89.3% to 92.0%.
The grades 9-12 dropout rate will decrease from 3.1% to 1.9%.

Evaluation Data Sources: Increase of current on-time (4-year) and longitudinal (5-year) graduation rates, a decrease in Grades 9-12 current dropout rate (TEASE, or TAPR for 2019)

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students identified At-Risk that need additional support to ensure graduation will be provided one-on-one interventions by the at-risk teachers. Daily **Strategy's Expected Result/Impact:** At -Risk students will graduate within reasonable time frame. **Staff Responsible for Monitoring:** Coordinator for School Improvement At-Risk Teachers CCMR Specialist **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Interventions Kits & Workbooks - 199: General, State Compensatory Education - 199.11.6399.15.001.30, Reimbursement for mileage - for students who need services at home or require frequent home visits. - 199: General, State Compensatory Education - 199.11.6411.10.001.30 - $2,000	10%	40%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Provide students with disabilities appropriate transition services and necessary supplies to provide job training and community skills through special education coursework. ARD committees will review annual progress of students in order to establish an appropriate coursework plan to ensure student graduation needs are being met. Necessary supplies include time clocks, time sheets, textbooks, electric sharpeners, shredder, file cabinets, manila folders, and hanging folders. Daily **Strategy's Expected Result/Impact:** Increase the number of students graduating within cohort. **Staff Responsible for Monitoring:** Campus Administration SPED Teachers Transition Coach **TEA Priorities:** Connect high school to career and college	40%	45%	55%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Seniors will be prepared for graduation at the end of the year. (Yearly) **Strategy's Expected Result/Impact:** Students will meet with counselors and the CCMR Specialist on a regular basis to complete all requirements. **Staff Responsible for Monitoring:** CCMR Specialist Counselors **TEA Priorities:** Connect high school to career and college				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Credit recovery programs will be utilized for improper leavers that are lacking minimal credits. The program will be utilized before school, after school and during school. (programs e.g. A+ or Edgenuity) Daily **Strategy's Expected Result/Impact:** Students will complete missing credits needed for graduation. **Staff Responsible for Monitoring:** Credit Recovery Facilitator(s) - Teacher & Aide Counselors **TEA Priorities:** Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 4: To increase parental and community participation in instructional activities and literacy programs / projects by 10% from the 2021-2022 school year to the 2022-2023 school year.

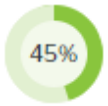
Evaluation Data Sources: Meeting agendas, sign in sheets, parental feedback, and surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Parents will be invited to attend appropriate district and regional training; Annual Regional Parental Engagement Conference @ Region XIX. Each semester **Strategy's Expected Result/Impact:** Parents will gain knowledge on various topics in order to assist their students. **Staff Responsible for Monitoring:** Administrators Counselors **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.001.30 - $230	N/A	60%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Host informational meetings to educate parents on how they can assist their children with the transition to high school and/or college; Parents will be provided general information on the different requirements at each grade level that will lead to student success. Train parents in various areas; Practical Parent Education and Parental Portal. (Parent materials and refreshments). Each semester **Strategy's Expected Result/Impact:** Parents will gain knowledge on various topics in order to assist their students. **Staff Responsible for Monitoring:** Instructional Specialists Counselors Parent Liaison CCMR Specialist **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Funding Sources:** Refreshments for educators who stay for after-hours events - 199: General, Basic, Parent Refreshments - 211: Title I, Part A Improving Basic Programs - 211.61.6499.01.001.30 - $0, FACES Conference - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.001.30 - $495, General Supplies - 289:Title IV, Part A Subpart 1 - 289.61.6399.01.001.30 - $800, Food Purchase - 289:Title IV, Part A Subpart 1 - 289.61.6497.01.001.30 - $300, Misc. Operating Expenses - 289:Title IV, Part A Subpart 1 - 289.61.6499.01.001.30 - $500	40%	45%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Increase parental involvement and communication through the use of books, newsletter, website, teacher phone calls, letters, home visits, parent portal, a variety of parent informational presentations, bulletin boards, posters, flyers and hands-on activities and monthly meetings. Use of Listening Tour Group System for translation purposes. Daily **Strategy's Expected Result/Impact:** Parent attendance at activities will increase. **Staff Responsible for Monitoring:** Campus Administrators Student Activities Manager Librarian Counselors Instructional Specialists **TEA Priorities:** Improve low-performing schools **Funding Sources:** Supplies - 199: General, Basic - 199.11.6399.00.001.11, Reading Materials - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.001.30 - $1,000, Snacks and Refreshments - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.001.30 - $1,968.95	40%	50%	80%	

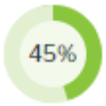
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Design activities to promote consumer economic, personal financial education and to promote literacy to parents and students. Each semester **Strategy's Expected Result/Impact:** Parents and students will learn financial and consumer information and participate in building a culture of literacy on campus and at home. **Staff Responsible for Monitoring:** Administration Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies to create materials needed to support student learning and activities - 211: Title I, Part A Improving Basic Programs	15%	N/A	30%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: SEHS will assist in the development of a family-friendly environment at the campus, by supporting and implementing effective practical, research-based parental involvement practices to improve student academic achievement; to include a "parent center" where parents will have access to supplies to support the daily activities of the campus. (Daily) **Strategy's Expected Result/Impact:** Parents will be invited to attend and participate in all aspects of school life. **Staff Responsible for Monitoring:** Campus Administration Federal/Special Programs Coordinator Associate Superintendent **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** General Supplies for Parent Center & Volunteers - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.001.30 - $306.05, Culture of Literacy Books - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.001.30, Parent Snacks and Refreshments - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.001.30 - $0, Parent Liaison - Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.001.30 - $31,697.82, Parent Liaison - IMP Cluster Training - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.001.30 - $25, On line software curriculum PPE - 211: Title I, Part A Improving Basic Programs - 211.61.6396.01.001.30 - $59				

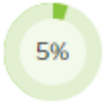
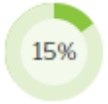
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: SEHS Staff (including the parent liaison) will attend various Region XIX and other professional development events to promote parental and community involvement. Counselors and Assistant Principals will attend the Annual Regional Parental Engagement Conference @ Region XIX and 2021 Statewide Parental Involvement Conference. (Yearly) **Strategy's Expected Result/Impact:** Parental involvement numbers will increase based on information learned at conferences. **Staff Responsible for Monitoring:** Administrators, Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Statewide Parental Conference - 211: Title I, Part A Improving Basic Programs - 211.61.6411..01.001.30 - $1,000	N/A			

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Conduct sessions for parents to ensure understanding of EOC Graduation requirements, AP vs. Dual Credit opportunities at SEHS, CTE Certification requirements. Each semester **Strategy's Expected Result/Impact:** Parents will be better prepared to help students make sound decision in terms of graduation and post-secondary plans. **Staff Responsible for Monitoring:** Counselors CTE Coordinator and Teachers Assistant Principals **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Refreshments - 211: Title I, Part A Improving Basic Programs - 211.61.6499.01.001.30	35%	50%	55%	

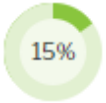
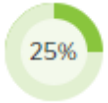
Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Conduct Title I and school improvement program orientations such as: Parent Right to Know, Parent Compact, Parent notification-school choice, and transition structures and strategies (9th grade only). Involve parents in the development/revision of the district policy and parent compact by conducting annual meetings to inform parents of their child's participation in Title I Part A program requirements and their right to be involved. Each semester **Strategy's Expected Result/Impact:** Parents will receive the information on the various Title I requirements. **Staff Responsible for Monitoring:** Principal Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	45%	55%	75%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Train parents to serve in a decision-making capacity such as Language Proficiency Assessment Committee (LPAC), School Improvement and Operational Team (SIOT), Admission Review and Dismissal (ARD) Committees, campus literacy projects. Weekly **Strategy's Expected Result/Impact:** Parents will be part of the decision-making committees for students. **Staff Responsible for Monitoring:** Administrators SPED Teachers Department Chairs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Conduct Free Application for Federal Student Aid (FAFSA) night to guide parents and students through the financial aide process of college entrance. Spring semester **Strategy's Expected Result/Impact:** Parents will help students complete financial aid packages and prepare for entry to college. **Staff Responsible for Monitoring:** Assistant Principal for Guidance and Instruction, Counselors				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Increase parent awareness and involvement with personal graduation plans, college and career readiness, state assessment, GT Family Nights, and other educational topics; Fall and Spring College and Career Readiness Open Houses. Each semester **Strategy's Expected Result/Impact:** CTE/GT/CCMR nights will provide information on the various programs to parents. **Staff Responsible for Monitoring:** Counselors CCMR Specialists CTE Coordinator and Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: Provide streaming services of graduation to account for inclement weather/overflow. (Yearly) **Strategy's Expected Result/Impact:** Graduation is available to all of the community. **Staff Responsible for Monitoring:** Technology Department **ESF Levers:** Lever 3: Positive School Culture	N/A	N/A	N/A	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 13: Provide access to technology devices e.g. desktops, laptops, printers, etc. in the parent center so parents, volunteers, and the parent liaison can navigate the websites needed to monitor and support students achievement. Daily **Strategy's Expected Result/Impact:** Parent Center will help parents check grades, progress, attendance, and other websites used to monitor student progress. **Staff Responsible for Monitoring:** Parent liaison **Funding Sources:** Technology Equipment - Parent Center (laptop, desktops, headsets, printer) - 211: Title I, Part A Improving Basic Programs - 211.61.6395.01.001.30, Technology Equipment - 289:Title IV, Part A Subpart 1 - 289.61.6395.03.001.30 - $1,136, Software/site Licenses - 289:Title IV, Part A Subpart 1 - 289.61.6396.03.001.30 - $64				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: The campus will support professionals or paraprofessional working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The two special education teachers will provide all the High School students help with their identified needs. (2 FTE's) Daily **Strategy's Expected Result/Impact:** Continue assisting special education students in their areas of need. **Staff Responsible for Monitoring:** Special Education Teachers, Administrator and Special Education Director **TEA Priorities:** Improve low-performing schools **Funding Sources:** Supplies - 199: General, Special Education - 199.11.6399.00.001.23	15%	25%	30%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The Special Education Instructional Aide will provide additional academic support to the students. Daily **Strategy's Expected Result/Impact:** To assist the student struggling in different academic areas. **Staff Responsible for Monitoring:** Special Education Aide, and campus administrators **TEA Priorities:** Improve low-performing schools	40%	40%	45%	→

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hotspots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students will have access to technology as needed to have success in the classroom. Daily **Strategy's Expected Result/Impact:** Students will use technology devices as prescribed by teachers - even if it's after hours (while at home). **Staff Responsible for Monitoring:** Teachers **Funding Sources:** - 266 CARE Act ESSER Grant	45%	55%	55%	→

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

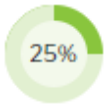
Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

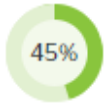
Performance Objective 7: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

The ESSER III Grant will be used to support the following expenditures: loss of learning, technology integration, professional development, Family/ Community Engagement, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.(This will include all of the items purchased during the grant period which ends September 2024)

Evaluation Data Sources: Data reports and grant deliverables

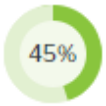
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Classrooms will offer support in subject areas to help student recover lost learning due to quarantine and COVID Pandemic. Reading materials will be accessible to all students throughout the campus; to promote a "Culture of Literacy" that will help students close the loss of learning caused by the COVID pandemic. Science classes will use consumables to offer labs and demonstrations. Daily **Strategy's Expected Result/Impact:** Students will have easy access to read books and e-books; books that are culturally sensitive and that promote emotional/mental well-being. **Staff Responsible for Monitoring:** Teachers Instructional Specialists Counselors Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Extra Duty Teacher Pay - 282 ESSER III - 282.11.6329.01.001.30 - $150,000, Extra Aide Duty Pay - 282 ESSER III - 282.11.6127 - $25,000, Medicare - 282 ESSER III - 282.11.6141 - $2,313, WC - 282 ESSER III - 282.11.6143 - $1,750, TRS - 282 ESSER III - $15,775, OASDI - 282 ESSER III - 282.11.6149 - $2,900, Reading Materials - 282 ESSER III - 282.11.6329 - $14,645.69, General Supplies - 282 ESSER III - 282.11.6399 - $16,617.31, Employee Travel - 282 ESSER III - 282.11.6411 - $250				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The high school will continue upgrading or adding devices for computer labs, theater stations, mobile units, and assigned devices to the entry-level students' cohort. The computer labs and the students' devices will provide learning support to students' loss of learning due to the impact of COVID-19 to include any technology replacement items to better serve our students. Software will be considered for updates. (Yearly) **Strategy's Expected Result/Impact:** Students will have better access to intervention opportunities and the educational interaction between students and teachers. And with the incorporation of an all-inclusive technology environment students' will have better educational opportunities. **Staff Responsible for Monitoring:** Technology Director Campus Administrators Network Administrators IT Field Specialist **Funding Sources:** Technology Equipment and Devices - 282 ESSER III - 282.11.6395.02.001.30 - $586,271.58				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Provide faculty and staff members with training opportunities to better inform and assist all stakeholders in the learning process. This includes professional development for administrators on coaching and instructional methods; parent liaison on better supporting parents to increase academic achievement, teachers needing additional training, and support staff personnel that may address mental health. (Monthly/ Bi-Monthy) **Strategy's Expected Result/Impact:** Continue supporting parents and families with tools to assist their children **Staff Responsible for Monitoring:** Campus Principal Campus Parent Liaison **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Employee Travel - ESSER III (Webinar) - 282 ESSER III - 282.31.6411 - $2,000, Employee Travel for Admin - 282 ESSER III - 282.23.6411.03.001.99 - $4,000, Employee Travel - 282 ESSER III - 282.13.6411.03.001.99 - $11,163, Extra duty pay teachers - 282 ESSER III - 282.13.6117 - $1,180.32, Medicare - 282 ESSER III - 282.13.6141 - $7.20, WC - 282 ESSER III - 282.13.6143 - $5.25, TRS - 282 ESSER III - 282.13.6146 - $51.19, OASDI - 282 ESSER III - 282.13.6149 - $6.04, Region 19 - 282 ESSER III - 282.136239 - $1,600, Reading Materials - 282 ESSER III - 282.13.6329 - $763, - 282 ESSER III - 282.23.6239 - $1,095.40, - 282 ESSER III - 282.23.6329 - $1,054.60				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Parents will have various opportunities to participate in activities that promote a 'Culture of Literacy' on the campus and at home; attend information meetings, Practical Parenting sessions, and other meetings/workshops designed to promote community and parental involvement. Monthly **Strategy's Expected Result/Impact:** Parents will encourage reading with students to help close the gap created by regression in reading skills due to the COVID pandemic. **Staff Responsible for Monitoring:** Coordinator of School Improvement Librarian Instructional Specialist Parent Liaison **Funding Sources:** Project supplies for crafting and creating artifacts after readings. - 282 ESSER III - 282.61.6499.04.001.30 - $4,651.80, Books (Spanish & English) - 282 ESSER III - 282.61.6329.04.001.30 - $11,244, General Supplies - 282 ESSER III - 282.61.6399 - $1,928.20, Employee Travel - 282 ESSER III - 282.61.6411 - $4,600, Refreshments - 282 ESSER III - 282.61.6497 - $500				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Provide all of the necessary supplies or equipment to ensure that the students/staff work in a clean/sanitized environment. Daily **Strategy's Expected Result/Impact:** Clean learning environment **Staff Responsible for Monitoring:** Campus Administration Custodial Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** General Supplies - 282 ESSER III - 282.33.6399 - $1,357, Non Food supplies - 282 ESSER III - 282.35.6342 - $6,432.24, Food Service Supplies - 282 ESSER III - 282.35.6349 - $6,225.66, Maintenance Supplies - 282 ESSER III - 282.51.6319 - $59,905.90				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Students struggling to acclimate back into classrooms procedures will be provided supports through SEL activities, reading materials, supplies, and lessons with the PBIS Core Team and Counselors. SEL Activities will be implemented weekly in the general classrooms. Student Safe Spaces will be found throughout the campus. (counseling center, admin office, classrooms, etc.) **Strategy's Expected Result/Impact:** Students will transition from hybrid learning back to face-to-face instruction with minimal negative impact. **Staff Responsible for Monitoring:** Counselors PBIS Core Team Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** art supplies, paper crafting supplies, positive posters - 282 ESSER III - 282.31.6499.06.001.99 - $7,878, general supplies - 282 ESSER III - 282.31.6399.06.001.99 - $7,941, General Supplies - 282 ESSER III - 282.11.6399.06.001.11 - $12,825.77, Culturally Responsive Books; Novels that support Rethink Ed Curriculum - 282 ESSER III - 289.31.6329.06.001.99 - $23,493, Furniture & Equipment - 282 ESSER III - 282.11.6398 - $1,685.85, General Supplies for Library - 282 ESSER III - 282.12.6399 - $1,000, Furniture for Admin Offices - 282 ESSER III - 282.23.6398 - $1,000, General Supplies for Administrative Offices - 282 ESSER III - 282.23.6399 - $1,488.38, Counselor - 282 ESSER III - 282.31.6119 - $85,135.80, Counselor - 282 ESSER III - 282.31.6141 - $1,155.91, - 282 ESSER III - 282.31.6142 - $8,467.50, - 282 ESSER III - 282.31.6143 - $475.43, - 282 ESSER III - 282.31.6146 - $6,674.04, - 282 ESSER III - 282.31.6149 - $1,248.01				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: At-Risk Service Teacher (1 FTE) Enable at-risk students to receive extra support through a variety of teaching strategies and techniques to include distance or virtual instruction. This includes but is not limited to serving teen parents, ESL students, alternative education placement students, students that have been retained in a particular grade level, students failing two or more courses at any given grading period, students that have failed any portion of the state mandated exams, and any other criteria that would deem a student as at-risk of not graduating from high school. (Daily/Yearly) **Strategy's Expected Result/Impact:** Help students analyze and improve study methods and habits. Conduct ongoing assessment of student achievement through formal and informal testing. Be a positive role model for students and support the mission and goals of the campus and school district. Provide ongoing feedback of student achievement through formal and informal methods. **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** At-Risk Teacher (1 FTE) Estimated Salary & Benefits - 282 ESSER III - 282.11.6119.07.001.30	N/A			

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Students will be offered academic tutoring and remediation and emotional and behavioral support with activities. Supplies will be provided for the students and sessions will be held before & after school and on Saturdays. Daily **Strategy's Expected Result/Impact:** Students will recover lost learning in closing the gaps. **Staff Responsible for Monitoring:** Administrators Instructional Specialists **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Extra Duty Pay for Teachers - 282 ESSER III - 282.11.6117.01.001.30 - $75,000, Extra Duty Pay for para educators - 282 ESSER III - 282.11.6127.01.001.30 - $25,000, General Supplies - 282 ESSER III - 282.11.6399.01.001.30 - $3,200				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: All students will be provided with general supplies to complete class assignments, student activities, fine arts lessons, and other projects. Teachers will monitor engagement through various instructional lessons that include activities for accelerated learning. Daily **Strategy's Expected Result/Impact:** Students will have equitable opportunity to learn, regardless of financial setbacks due to the pandemic. **Staff Responsible for Monitoring:** Instructional Specialists Coodinator of School Improvement Teachers Counselors **TEA Priorities:** Improve low-performing schools - **Funding Sources:** General Supplies -Pencils, composition notebooks, binders, folders, pens, notebook paper, copy paper, etc. - 282 ESSER III - 282.11.6399.09.001.11 - $108,773.91, Tech equipment - 282 ESSER III - 282.11.6395 - $2,531.45, Furniture & Equipment - 282 ESSER III - 282.11.6398 - $429.48, General Supplies - 282 ESSER III - 282.12.6399 - $890.16, General Supplies - 282 ESSER III - 282.23.6399 - $1,000, General Supplies - 282 ESSER III - 282.31.6399 - $1,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Intervention Teacher (2 FTE) Provide students with appropriate learning activities and experiences in instructional environments and in the core academic subject area assigned to help them fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society. (Daily/Yearly) **Strategy's Expected Result/Impact:** Provide quality accelerated instruction through co-teaching and interventions. Identify appropriate academic student services for at-risk students and ensures that the appropriate services are monitored and delivered. **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal District Administration **Funding Sources:** Intervention Teacher (2 FTE) Estimated Salary & Benefits - 282 ESSER III - 282.11.6119.01.001.30	N/A	20%	65%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: An Aide-Special Ed II will be employed. Annually **Strategy's Expected Result/Impact:** Improved instruction for Special Education students. **Staff Responsible for Monitoring:** Campus Principal Campus Assistant Principal Special Education Director **Funding Sources:** Special Education Aide Supplemental (1 FTE) Estimated Salary & Benefits - 282 ESSER III - 282.11.6129.06.001.30	10%	25%	40%	

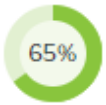
Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: At-Risk Aide (1 FTE)The primary purpose of this position is to provide targeted instructional support and interventions to at-risk students. Assist the campus with the implementation of the At-Risk Program to include; At-Risk documentation and record keeping. At-Risk committee meetings, credit recovery processes, and procedures to include RTI. (Daily/Yearly) **Strategy's Expected Result/Impact:** Provide instructional support for At-Risk students in the classroom. Conduct instructional exercises assigned by the teacher; work with individual students or small groups. Responsible for monitoring At-Risk students for credit recovery. **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** At-Risk Aide (1 FTE) Estimated Salary & Benefits - 282 ESSER III - 282.11.6129.01.001.30	20%	25%	50%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 13: Students will have access to "safe spaces' throughout the campus; a place to sit and regroup with items and materials that alleviate stress and help monitor breathing e.g. fidgit trinkets, coloring books, lava lamps, etc. Daily **Strategy's Expected Result/Impact:** Students will feel comfortable in leaving class to effectively return after a few minutes of tranquility and refocusing. **Staff Responsible for Monitoring:** Principals Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 14: Portable Speaker Systems will be available for teachers & students who choose to wear face masks during COVID pandemic; this will ensure that auditory reception is clear. Daily **Strategy's Expected Result/Impact:** Understood communication between teacher to students. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Improve low-performing schools - **Funding Sources:** General Supplies - - 282 ESSER III - 282.11.6399.09.001.11				

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 15: Software programs will be accessible through SEISD tech devices so students can accelerate the learning to recover the learning lost during the COVID pandemic. Daily **Strategy's Expected Result/Impact:** Students will work online with programs on reading, math, science, & history during the instructional day and outside of the regular school days. **Staff Responsible for Monitoring:** Instructional Specialists & Teachers **TEA Priorities:** Improve low-performing schools - **Funding Sources:** iXL - 282 ESSER III - 282..11.6396.01.001.30				

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 16: Support staff will be provided with the necessary equipment to perform duties in a safe and efficient manner. (Para-educators, monitors, custodians, etc.) Daily **Strategy's Expected Result/Impact:** Minimal number of accidents reported by support staff. **Staff Responsible for Monitoring:** Administrators Support Services (security) supervisors **Funding Sources:** Safety Supplies - 282 ESSER III - 282.11.6399.09.001.11				

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 17: Offices of campus administrators, counselors, librarian, and admin assistants will have the necessary resources/materials to conduct daily transactions with students, parents, staff, and all stakeholders. Daily **Strategy's Expected Result/Impact:** Efficient reports and data. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Supplies - 282 ESSER III - 282.23.6399.09.001.99, Supplies - 282 ESSER III - 282.31.6399.09.001.99				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 8: The CRRSA Act of 2021 is intended to prevent, prepare for, and respond to the COVID-19 pandemic, to include any impacts on the social, emotional, mental health, and academic needs of students.

The ESSER II Grant will be used to support the following expenditures: Loss of learning, technology integration, safe in-person return, continuity of services, mental health and behavioral supports, and grant administration. (This will include all of the items purchased during the grant period which ends September 2023)

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students will be offered hands-on experiences, effective instruction, supplemental materials, and other resources to help close the gap brought on by "Loss of Learning" due to the quarantine and COVID pandemic. Students will be pulled out for interventions and supports during the school day to help close the gaps brought on by the Pandemic quarantine. (MTSS, RtI) **Strategy's Expected Result/Impact:** Increased Academic Achievement **Staff Responsible for Monitoring:** Instructional Specialists Teachers **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Reading Materials - 281 ESSER II - 281.11.6329.01.001.30 - $4,353.98, Software/Site Licenses - 281 ESSER II - 281.11.6396.01.001.30 - $2,950, General Supplies - 281 ESSER II - 281.11.6399.01.001.30 - $47,200	55%	60%	85%	

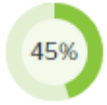
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Technology will be upgraded, replaced, reviewed for possible "obsolete" placement on a monthly basis - for all SEHS educators and students. **Strategy's Expected Result/Impact:** Increased awareness of technology and its benefits. **Staff Responsible for Monitoring:** WEbmaster Instructional specialist **Problem Statements:** Technology 1 **Funding Sources:** Technology equipment - 281 ESSER II - 281.11.6395.02.001.30 - $201,696	20%	40%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Teachers, Administrators, Counselors, Support Staff, and other employees will be offered the opportunity to participate in professional development that will help better serve students through the Loss of LEarning and mental health. **Strategy's Expected Result/Impact:** Highly qualified educators serving students in all areas at the campus. **Staff Responsible for Monitoring:** Administrators Instructional specialists **Problem Statements:** Staff Quality, Recruitment, and Retention 3	40%	60%	75%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Parents and community members will be offered opportunities to participate in sessions meant to inform, educate, train, and/or prepare them so they can support student academic achievement. Parents will be offered classes, sessions, training in various areas that promote practical parenting and mental wellness, so students can be offered support as they re-enter schools; the parent center will include a space for children to be engaged while parents learn how to promote their child's academic achievement. Monthly **Strategy's Expected Result/Impact:** Increased academic achievement **Staff Responsible for Monitoring:** parent liaison **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Reading Materials - 281 ESSER II - 281.61.6329 - $1,379.70, Technology Equipment - 281 ESSER II - 281.61.6395 - $4,895.34, General Supplies - 281 ESSER II - 281.61.6399 - $2,218.96, Food Purchases - 281 ESSER II - 281.61.6497 - $500, Misc. - 281 ESSER II - 281.61.6499 - $2,331	25%	45%	60%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Offices will have supplies to help conduct daily transactions with parents, students, and all other stakeholders as we return to face-to-face classes and appointments. Students will have access to a nurse's office that is well-maintained with supplies. Daily **Strategy's Expected Result/Impact:** Visitors and Students will be provided with exemplary customer service and prompt responses to requests. **Staff Responsible for Monitoring:** Principal Office Personnel **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** contracted Maintenance and Repair - 281 ESSER II - 281.33.6249 - $51.97, General Supplies - 281 ESSER II - 281.33.6399 - $2,373.60, General Supplies for Maintenance - 281 ESSER II - 281.51.6319 - $10,926	95%	100%	100%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: Students will be provided a safe space within the counseling center, the Go Center, and the counseling offices to go and regain composure and/or to de-stress. Students will be provided with an environment that is conducive to mental health. Daily. The Eagle Success Team will assist in the implementation of SEL lessons in all classrooms. Monthly Students will have access to books, workbooks, puzzles, games, and other necessary items to participate in mental health and/or Social Emotional Learning sessions with counselors and MTSS members. Daily Counselors will provide and document daily interactions with students. Daily **Strategy's Expected Result/Impact:** Students will have the opportunity to relax and then return ready-to-learn to the classroom. Students will have SEL support with lessons & activities in the general classrooms. **Staff Responsible for Monitoring:** Counselors ESi Team Student Activities Manager **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 **Funding Sources:** Items e.g. fidget devices, coloring books; table, chairs, etc. General supplies traditionally used for crafting e.g. markers and scissors (edgers) - 281 ESSER II - 281.31.6399 - $11,631.37, Furniture & Equipment - 281 ESSER II - 281.11.6398 - $575, General Supplies - 281 ESSER II - 281.11.6399 - $3,215.54, Reading Materials - 281 ESSER II - 281.23.6329 - $707.10, General Supplies - 281 ESSER II - 281.23.6399 - $1,029.23, Reading Materials - 281 ESSER II - 281.31.6329 - $7,024.40, Technology Equipment - 281 ESSER II - 281.31.6395 - $2,411.08, Misc. - 281 ESSER II - 281.31.6499 - $1,719.28				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Grant Administration **Staff Responsible for Monitoring:** C/O Personnel **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Band aids, medical supplies, etc. - 281 ESSER II - 281.33.6399.05.001.99	N/A			

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Students will be offered the opportunity to participate in after-school and Saturday enrichment and tutoring programs, field trips and excursions with teachers, counselors, and MTSS team members; e.g. Information Technology, Financial Literacy, Culture of Literacy, Discovery Club; Chess Club, Educational Day at Southwest University Park, or MedVention at Texas Tech and activities e.g. MakerSpace during the instructional day... along with other enhancement events. Daily **Strategy's Expected Result/Impact:** Students will re-engage in face-to-face learning, while socializing and building on skills needed to success in the the post-pandemic world. **Staff Responsible for Monitoring:** Administrators Teachers **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Materials, supplies - 281 ESSER II - 281.36.6399.08.001.99 - $29,820.61, Extra duty pay for teachers - 281 ESSER II - 281.36.6117 - $170.97, Extra duty pay - 281 ESSER II - 281.11.6117 - $1,202.60, Transportation - 281 ESSER II - 281.36.6494.08.001.99 - $480, Additional items for crafts and games - 281 ESSER II - 281.36.6499.08.001.99 - $6,300, Registration and Entry Fees - 281 ESSER II - 281.36.6412.08.001.99 - $3,812.70, Reading - 281 ESSER II - 218.36.6329.08.001.99 - $9,651.51, Buses - 281 ESSER II - 281.36.6494 - $854.10, Technology - 281 ESSER II - 281.36.6395 - $7,410.52, General Supplies - 281 ESSER II - 281.11.6399 - $3,463.88, Reading Materials - 281 ESSER II - 281.11.6329 - $575.22, Extra Duty Pay and etc. - 281 ESSER II - 281.11 - $177.91				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Students will have access to classrooms that are appropriately furnished to promote hands-on learning with projects/experiments; and to encourage group work (collaboration among students.) Administrators and office personnel will have the necessary resources to conduct daily transactions. All educators will have the supplies to provide services to students. Daily **Strategy's Expected Result/Impact:** Students will collaborate with others while learning through project-based learning, stations, and group discussions. **Staff Responsible for Monitoring:** Administrators Instructional specialists Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Stools for science labs, flexible seating in core classes e.g. RLA , SS, etc. - 281 ESSER II - 281.11.6398.09.001.11 - $9,075, carts, office supplies, etc. - 281 ESSER II - 281.23.6399.09 - $2,000, General Supplies (Student Supplies) - 281 ESSER II - 281.11.6399.19.001.11 - $11,613.49, Technology Equipment - 281 ESSER II - 281.11 - $58,783.39, Technology - 281 ESSER II - 281.12.6395 - $10,978.54, Furniture - 281 ESSER II - 281.12.6398 - $8,487.63, General Supplies - 281 ESSER II - 281.12.6399 - $8,550.60, General Supplies - 281 ESSER II - 281.13.6399 - $277.33, Paraprofessional Pay - 281 ESSER II - 281.23 - $35,124.70, Technology Equipment - 281 ESSER II - 281.23.6395 - $13,775.14, General Supplies - 281 ESSER II - 281.23.6399 - $13,775.14, Contracted Maintenance & Repair - 281 ESSER II - 281.31.6249 - $99.65, Technology Equipment - 281 ESSER II - 281.31.6395 - $1,639.42, TEchnology Equipment - 281 ESSER II - 281.36.6395 - $2,027.40, Paraprofessional Pay - 281 ESSER II - 281.52 - $37,388.03, School supply kits - 281 ESSER II - 281.11.6399 - $79,699.53	85%	75%	75%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Employee Retention **Strategy's Expected Result/Impact:** . **Staff Responsible for Monitoring:** C/O Personnel **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	5%	15%	25%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Students and teachers will be provided with the necessary supplies to ensure continuity of educational services. Daily **Strategy's Expected Result/Impact:** Students will re-engage in face-to-face instruction. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Teacher Supplies - 281 ESSER II - 281.11.6399.11.001.11 - $33,429.57, Reading Materials - 281 ESSER II - 281.11.6329 - $570.43				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: School will have furniture and equipment to provide a suitable learning environment for all students. **Strategy's Expected Result/Impact:** Students will have a productive learning environment. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Custodians **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 **Funding Sources:** Furniture & Equipment - 281 ESSER II - 281.11.6398 - $441,576.94	N/A	N/A	N/A	

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: Several students continue to struggles with mental health issues brought on by isolation during the pandemic. **Root Cause**: The pandemic brought many worries and stressors; some students have not yet learned the skills needed to resolve and/or overcome mental health; and pursue emotional wellness.

School Culture and Climate

Problem Statement 1: There is a low percentage of students participating on campus with tutoring and/or classes; and small numbers of students participating in athletic teams. **Root Cause**: Due to the pandemic, parents hesitate to send students back to the campus; parents are not aware of the safety measures set up at SEHS.

Staff Quality, Recruitment, and Retention

Problem Statement 3: Administrators, Counselors, Teachers, and Support Staff need more training on how to handle the current pandemic and the stress/issues it brings to our students and faculty. **Root Cause**: The pandemic has brought on new challenges for educators and students - both the academic progress and the social emotional health of students must be addressed.

Curriculum, Instruction, and Assessment

Problem Statement 1: EL and SPED students continue to show little success on EOC assessments. **Root Cause**: Teachers need additional training and guidance in strategies for test-taking, engaging EL and SPED students, Task Analysis, etc.

Parent and Community Engagement

Problem Statement 1: Less than 10% of parents participate in monthly parent meetings. Approximately 50% of parents participate in the Parent/Teacher Conferences held once each semester. **Root Cause**: Surveys will be sent to determine the root cause.

Technology

Problem Statement 1: Virtual Learning has shown that many students and teachers still struggle in the use of various platforms. A small percentage of teacher use multiple applications in daily lessons. Approximately 7 of 10 walk throughs show only the use of Google Classroom, Meets, and/or Slides. Many do not include Jamboard, Kami, Videos, Flipgrid, etc. on daily lessons. **Root Cause**: We were hit with the pandemic unexpectedly; we continue to play "catch up" with some areas of technology.

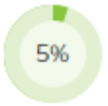
Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

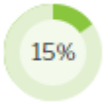
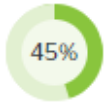
Performance Objective 1: Enrollment in coherent sequence course offerings will increase and the number of students obtaining certifications and licensures through CTE coherent sequence programs will increase, other coherent programs include Journalism, Sports Medicine, JROTC, and Fine Arts classes.

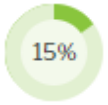
Evaluation Data Sources: Coherent sequence program enrollment percentages, number of obtained certifications, scholarships, and licensures.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Encourage enrollment and competition participation in Career and Technical Student Organizations (CTSOs). Daily **Strategy's Expected Result/Impact:** Students will continue to qualify for state and national competitions in the Spring. **Staff Responsible for Monitoring:** CTE Administrator, CTE Teachers **TEA Priorities:** Connect high school to career and college	10%	10%	40%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Students will be prepared to meet standards for industry employment, post-secondary programs e.g. Sports Medicine, and/or scholarship opportunities e.g. JROTC and Journalism. Each 9 weeks **Strategy's Expected Result/Impact:** Students will test in their respective fields to receive certification and have the qualifications to adequately compete for scholarships and colleges with programs in journalism or physical therapy. **Staff Responsible for Monitoring:** Teachers Administrators **TEA Priorities:** Connect high school to career and college -	10%	10%	55%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Use Career and Technical Education courses to promote student access to technology. Daily **Strategy's Expected Result/Impact:** The CISCO program will train students in computer skills allowing to work within the technology field. **Staff Responsible for Monitoring:** CTE Coordinator and Teachers **TEA Priorities:** Connect high school to career and college **Funding Sources:** Laptops - 199: General, Career & Technology - 199.11.6395.00.001.22, Warranty - 199: General, Career & Technology				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Use Career and Technical Education courses to prepare all students to be competitive to enter today's workforce and/or post-secondary education; including through EPCC. Daily **Strategy's Expected Result/Impact:** The CTE program will train students in skills allowing them to apply for jobs in their field. **Staff Responsible for Monitoring:** CTE Coordinator, CTE Teachers **TEA Priorities:** Connect high school to career and college **Funding Sources:** Supplies - 199: General, Career & Technology - 199.11.6399.00.001.22				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Monitor implementation of CTE programs of study and revise graduation plans to include CTE credit. Each semester **Strategy's Expected Result/Impact:** Graduation plans include the Career Pathways to include CTE courses. **Staff Responsible for Monitoring:** CTE Coordinator, CTE Teachers, Counselors **TEA Priorities:** Connect high school to career and college **Funding Sources:** Software - 199: General, Career & Technology - 199.11.6396.00.001.22				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: CISCO program will be used to enhance student knowledge of technology and train them for certification. Daily **Strategy's Expected Result/Impact:** The CISCO program will train students in computer skills allowing to work within the technology field. **Staff Responsible for Monitoring:** CTE Coordinator, CTE Teacher **TEA Priorities:** Connect high school to career and college				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Pay for licensures for students based on their CTE program of study. Each semester **Strategy's Expected Result/Impact:** Students will test in their respective fields to receive certification. **Staff Responsible for Monitoring:** Administration CTE Teachers **TEA Priorities:** Connect high school to career and college **Funding Sources:** Software - 199: General, Career & Technology - 199.11.6396.00.001.22	N/A			

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Renew the TestHound program on an annual basis for STAAR/EOC tracking of inventory and test session planning. (Yearly) **Strategy's Expected Result/Impact:** Effective testing sessions and inventory control. **Staff Responsible for Monitoring:** Assistant Principal	N/A	N/A	N/A	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: Student will have access to necessary PPE, consumable supplies, and other materials to partake in quality hands-on instruction, and in PLTW courses. Daily **Strategy's Expected Result/Impact:** Increase in the number of Industry-Based Certifications **Staff Responsible for Monitoring:** Instructors **TEA Priorities:** Connect high school to career and college **Funding Sources:** PLTW Supplies - 199: General, Career & Technology - 199.11.6399.65.001.22, - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.001.30, CTE General Supplies - 199: General, Career & Technology - 199.11.6399.00.001.22, CTE Toner - 199: General, Career & Technology - 199.11.6399.52.001.11				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Develop, improve, or expand the use of technology in CTE, to provide CTE students with CTE skills needed (including developing STEM knowledge) that lead to entry into the technology fields. PLTW participation will allow students to increase use of industry relevant technology in the CTE classrooms. Monthly **Strategy's Expected Result/Impact:** Increased access to relevant technology. **Staff Responsible for Monitoring:** CTE Coordinator CTE Teachers (PLTW) **TEA Priorities:** Connect high school to career and college	15%	15%	75%	→

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Students will have the opportunity to participate in competitions, conferences, and workshops that will better prepare them for post-secondary opportunities. **Strategy's Expected Result/Impact:** Students will learn skills necessary to compete for post-secondary opportunities through experiences. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199: General, Career & Technology, - 199: General, Basic	N/A	N/A	55%	→

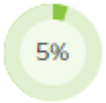
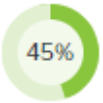
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

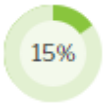
Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Students in CTE classes will have access to facilities that will be maintained to meet all guidelines and that exude quality and professional services.

Evaluation Data Sources: Maintenance and facility reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Contract companies to perform one annual thorough cleaning as needed. Annually **Strategy's Expected Result/Impact:** Adequate Facilities **Staff Responsible for Monitoring:** CTE Coordinator CTE Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	N/A	N/A		

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Link CTE to post-secondary education and/or the industry. Annually **Strategy's Expected Result/Impact:** Prepare CTE students for careers and/or professional certifications **Staff Responsible for Monitoring:** Campus Administration Counselors CTE Coordinator		N/A		

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Students will work toward industry-based certifications that align with TEA for each program of study; program growth and student achievement by race, ethnicity, and gender. Monthly		N/A		

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Develop and implement annual CTE program evaluations to determine consistency in CTE vertical alignment across campuses and to ensure fidelity implementation. Annually **Strategy's Expected Result/Impact:** Thorough review of CTE programs of study. **Staff Responsible for Monitoring:** District CTE Coordinator Principal	N/A	N/A		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 3: Students will have the opportunity to earn college credit through AP courses and Dual Credit courses at SEHS. Annually

Evaluation Data Sources: AP Scores and Dual Credit End-of-Year Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: AP students will be provided with materials, such as textbooks and access to online support and workbooks. Daily **Strategy's Expected Result/Impact:** The percentage of students earning a 3 or above on AP exams will increase. **Staff Responsible for Monitoring:** CCMR Specialist Instructional Specialists AP/DC Teachers and Instructional Aides **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Books (AP workbooks) - 199: General, State Compensatory Education - 199.11.6399.15.001.30, Credit by Exam - 199: General, State Compensatory Education - 199.11.6339.00.001.30	30%	35%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: SEHS Students will have the opportunity to earn college credit through Dual Credit courses (EPCC). Daily **Strategy's Expected Result/Impact:** Students will graduate with college credits. **Staff Responsible for Monitoring:** Administrators Counselors CCMR Specialist Textbook Clerk **TEA Priorities:** Connect high school to career and college	30%	45%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Students will have access to books, online programs, and software that will support college-level learning. Daily **Strategy's Expected Result/Impact:** Students will satisfactorily complete research and projects in AP classes and Dual Credit Classes. **Staff Responsible for Monitoring:** Librarian Instructional Specialists **TEA Priorities:** Connect high school to career and college -				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 4: Post-secondary enrollment will increase from 37.7% in Fall 2022 to 51% in Fall 2023; for UTEP, EPCC, and other state institutions of higher education.

Evaluation Data Sources: Texas Higher Education Coordinating Board Report will show an increase in the percentage of students enrolling in the fall, immediately after graduating from SEHS.

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: The campus will maintain a safe environment conducive to learning by reducing disciplinary incidents, increasing social services contacts and related presentations and by promoting academic achievement.

Evaluation Data Sources: Discipline reports, documented presentations, documented social services activities/contacts/assistance

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: The offices of campus administrators, coordinators, counselors, librarian, and administrative assistants will have the necessary resources/materials to conduct daily transactions with students, parents, staff, and all stakeholders. Daily **Strategy's Expected Result/Impact:** Efficient reports, customer service, and data. **Staff Responsible for Monitoring:** Administration Librarian Coordinator for School Improvement **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** TONER - 199: General, Basic - 199.23.6399.53.001.99, TECHNOLOGY - 199: General, Basic - 199.23.6395.00.001.99, SUPPLIES - 199: General, Basic - 199.23.6399.00.001.99, SOFTWARE - 199: General, Basic - 199.11.6396.00.001.30, Library Toner - 199: General, Basic - 199.12.6399.53.001.99				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: The school will provide a nurse to assist students in need of medical services. Daily **Strategy's Expected Result/Impact:** Students will have access to a medically trained personnel during school hours on a daily basis to assist with any medical needs. **Staff Responsible for Monitoring:** Nurse **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Technology - 199: General, Basic - 199.33.6395.00.001.99, Supplies - 199: General, Basic - 199.33.6399.00.001.99				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: Teachers will implement the Positive Behavior Intervention and Support System within their classrooms, monitor discipline data thru SWIS reports, and the Eagle Success Team will follow thru on the intitiave and extend it thru Social Emotional Learning, Mental Health Activities, etc. . Daily **Strategy's Expected Result/Impact:** Students will learn and transfer the core values. **Staff Responsible for Monitoring:** Administrators Counselors Eagles Success Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** PBIS Technology - 199: General, Basic - 199.36.6399.39.001.99, PBIS Supplies - 199: General, Basic - 199.11.6399.39.001.11, SEL Activities, Materials and Resources for Mental Health Awareness - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.001.30 - $9,385.60, SWIS Software - 211: Title I, Part A Improving Basic Programs - 211.11.6396.00.001.30 - $350	30%	40%	65%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4: Security officers and hall monitors will be on duty during school hours. Security will be on duty for after school functions. Daily **Strategy's Expected Result/Impact:** Safety of students, staff, and visitors will be monitored creating a safe environment. **Staff Responsible for Monitoring:** Administrator for Safety, Security, Monitors **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Equipment and safety wear for monitors - 199: General, Basic - 199.52.6319.52.001.99	35%	45%	85%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5: Safety cameras will be used to monitor movement in high-risk/high-activity areas. Daily **Strategy's Expected Result/Impact:** Security will be at school functions to monitor crowd control. Security will be at school functions to monitor crowd control. **Staff Responsible for Monitoring:** Administrator for Safety, Technology **ESF Levers:** Lever 3: Positive School Culture	90%	95%	95%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6: DAEP will be used for students who are chronically violating the SCC or who commit serious offenses. DAEP will provide daily restorative circles, weekly meetings with a counselor or MTSS PBIS representative. Daily/Weekly **Strategy's Expected Result/Impact:** Students who do not comply with school rules will be placed in DAEP and continue to receive instruction. **Staff Responsible for Monitoring:** Assistant Principals DAEP Teacher(s) and Aide **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	35%	55%	60%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7: Campus administrators and teachers will utilize a variety of consequences for students who do not comply with campus rules. Daily **Strategy's Expected Result/Impact:** Consequences for behavior will create a change in behavior of students. **Staff Responsible for Monitoring:** Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	35%	40%	65%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8: Attendance clerk will monitor and ensure accurate attendance from teachers through attendance verification sheets, notify parents of excessive absences and tardies, and refer excessive absences to truancy court, with the assistance of counselor/social worker efforts. Daily **Strategy's Expected Result/Impact:** Accurate documentation will be in place for auditors. **Staff Responsible for Monitoring:** Assistant Principals Attendance Clerk Social Worker Truancy Officer **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	40%	50%	65%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9: The Attendance Committee will address truancy issues through the Truancy Prevention Plan. Monthly **Strategy's Expected Result/Impact:** The Truancy Prevention Plans will be put in place for students as needed. This will be a deterrent to truancy issues. **Staff Responsible for Monitoring:** Administrators Attendance Clerk Teachers **TEA Priorities:** Improve low-performing schools	20%	35%	40%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10: Incentives and recognition will be provided for students with perfect attendance, honor roll grades, postive behavior, SEL Participation, and academic achievement (literacy or STEM or language acquisition), and books to promote a "Culture of Literacy" via school wide activities e.g. assemblies, Tutoring/Remediation Sesssions, etc. Tier 1 students will be Monthly **Strategy's Expected Result/Impact:** Increase in recognition for positive behavior and academic achievement. **Staff Responsible for Monitoring:** Administrators Instructional Specialists Student Activities Manager MTSS Core Team ESL Teachers (newcomers) **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** books and tangible items - 199: General, State Compensatory Education - 199.11.6499.09.001.330 , Tangible rewards e.g. books, fidget items, etc. - 263: Title III, Part A English Language Acq. - 263.11.6499.00.001.25, tangible rewards - 199: General, Basic, Activities for events to reward positive behavior, and SEL participation. - 289:Title IV, Part A Subpart 1 - 289.11.6499.02.001.30 - $563.80	15%	40%	45%	

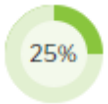
Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11: Campus personnel will participate in the School Health Advisory Council (SHAC). Quarterly **Strategy's Expected Result/Impact:** Activities will center around good health habits and be consistent throughout the district. **Staff Responsible for Monitoring:** Administrator for SHAC, Committee members elected to SHAC	10%	30%	35%	

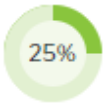
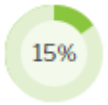
Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12: Contract with Interquest Canines to monitor the campus for illegal drugs. Monthly **Strategy's Expected Result/Impact:** The possession of drugs on campus will decrease. **Staff Responsible for Monitoring:** Administrator for Safety	5%	15%	25%	

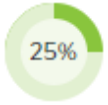
Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 13: P.E. teachers and coaches will motivate students to improve on their Fitness Gram results. Daily **Strategy's Expected Result/Impact:** Fitness Gram report will show an improvement in student health as required by the State. **Staff Responsible for Monitoring:** P.E. Teachers	5%	40%	45%	

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 14: Promote awareness of sexually transmitted diseases and teen parent responsibilities. Monthly **Strategy's Expected Result/Impact:** The at-risk teacher will meet with students and give information that will increase awareness of disease. **Staff Responsible for Monitoring:** PRS Educator, Nurse	N/A	5%	5%	

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 15: Utilize Social Worker, At-Risk Counselor, and School Nurse to enhance guidance program. Every 9 weeks **Strategy's Expected Result/Impact:** Personnel will work as a team to create the best program for all students. **Staff Responsible for Monitoring:** Social Worker, Counselors, Nurse	20%	40%	40%	

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 16: Home visits will be conducted for: Dropout recovery, attendance issues, and social services. Every 9 weeks **Strategy's Expected Result/Impact:** Home visits will remind families that students need to be in school to be ready to meet graduation requirements. **Staff Responsible for Monitoring:** At Risk Teacher Social Worker Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 17: Homeless services, supplies, off-campus opportunities and transportation will be provided to students in need of assistance. Monthly **Strategy's Expected Result/Impact:** Students will receive all the necessary assistance to keep them in school despite their situation. **Staff Responsible for Monitoring:** District Homeless Liaison **Funding Sources:** Extra Duty Pay - 280 ARP II Homeless Grant - 278.11. - $1,219.06, General Supplies - 278 ARP I - Homeless Supplemental Grant - 278.11.6399 - $500, Student Travel - 281 ESSER II - 278.11.6412 - $450, Transportation - 278 ARP I - Homeless Supplemental Grant - 278.11.6494 - $113, Extra Duty Pay - 280 ARP II Homeless Grant - 280.11 - $2,660, Student Travel - 280 ARP II Homeless Grant - 280.11.6412 - $8,759, Transportation - 280 ARP II Homeless Grant - 280.11.6494 - $6,700				

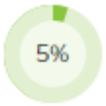
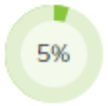
Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 18: Selected faculty and staff will attend trainings and a conference as a part of the PBIS grant funded and coordinated through Region 19. (Semester) **Strategy's Expected Result/Impact:** PBIS Committee will attend the PBIS conference to gain further knowledge of the PBIS process. **Staff Responsible for Monitoring:** Associate Superintendent Assigned Region 19 Personnel	N/A			

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 19: NJROTC and others will conduct the following student informational classes: Bullying, Sexual Harassment, and Bystander Intervention. Monthly/Yearly **Strategy's Expected Result/Impact:** NJROTC conducts various trainings as required by the program to keep cadets ready to participate in all the ROTC activities. **Staff Responsible for Monitoring:** NJROTC Teachers Teachers	N/A	10%	10%	

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 20: The campus facilities will be maintained to provide a safe and organized environment; Facilities and items such as floors, painting, furniture, etc. will be updated/replaced, as appropriate, to offer students an environment that is conducive to learning and that provides an overall positive learning experience. Daily **Strategy's Expected Result/Impact:** Facilities and maintenance will kept up to have a nice learning environment. **Staff Responsible for Monitoring:** Administrators Custodians **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199: General, Basic	5%	15%	60%	

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 21: All Seniors will be provided CPR training to meet graduation requirements. Yearly **Strategy's Expected Result/Impact:** Seniors will leave high school having been exposed to the basics of CPR and how to administer. **Staff Responsible for Monitoring:** Administration, Nurse, Athletic Trainers, NJROTC Staff **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	N/A	N/A	N/A	

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 22: All students involved in athletic programs will receive information on hazing. (Once a year) **Strategy's Expected Result/Impact:** Students in athletic programs will know that hazing is prohibited at any time. **Staff Responsible for Monitoring:** Athletic Coaches, SRO Officer, Administrator in charge of Athletics	25%	35%	30%	

Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 23: Support staff will be provided with the necessary equipment to perform duties in a safe and efficient manner. (Para-educators, monitors, custodians, etc.) Daily **Strategy's Expected Result/Impact:** Minimal number of accidents reported by support staff. **Staff Responsible for Monitoring:** Administrators Support Services (security) supervisors **ESF Levers:** Lever 3: Positive School Culture				

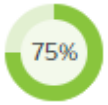
Strategy 24 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 24: In order to ensure a safe environment, teachers will be provided items needed for first response, classrooms will have window coverings, and students will be provided IDs/lanyards and expected to wear items on campus in order to properly identify students when on campus. **Strategy's Expected Result/Impact:** Maximize student safety by being able to properly identify students **Staff Responsible for Monitoring:** Administrators Security Teachers **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Extra Duty Pay - 289:Title IV, Part A Subpart 1 - 289.11.6117.01.001.30 - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

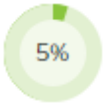
Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 2: SEHS will offer extra-curricular opportunities to students that will help build self-esteem and leadership skills.

Evaluation Data Sources: Sign in sheets, event flyers

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Teams e.g. Starlettes will be provided with uniforms and supplies as needed for performances. Semester **Strategy's Expected Result/Impact:** Students will have uniforms to show cohesiveness as a group. **Staff Responsible for Monitoring:** Starlettes coach Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: All students will be provided with extra-curricular events that will promote a pride in the school e.g. homecoming, pep rallies, recognition events, etc. Daily **Strategy's Expected Result/Impact:** Students will respect others, themselves, and the facilities through participation in events that promote school pride/spirit. **Staff Responsible for Monitoring:** Assistant Principals Organization Sponsors Student Activities Manager **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3: The photo rights will be purchased for students to have pictures published in the yearbook. Monthly **Strategy's Expected Result/Impact:** Campus culture will be positively impacted. **Staff Responsible for Monitoring:** Student Activities Manager & Journalism Teacher **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 3: Students will be offered opportunities in the area of fine arts to include, theater, dance, music, band, piano, and art.

Evaluation Data Sources: Enrollment

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 1: Students will participate in Project-Based Learning that will encourage them to be creative and productive. Weekly **Strategy's Expected Result/Impact:** Active participation **Staff Responsible for Monitoring:** Fine Arts Teachers Administrators Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2: Students will participate in performances for the community (non-competitive) twice (one in December, one before spring break). Bi-annually **Strategy's Expected Result/Impact:** Students will exude confidence in their abilities and talents. **Staff Responsible for Monitoring:** Fine Arts Teachers Student Activities Manager **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	N/A	N/A		

 No Progress  Accomplished  Continue/Modify  Discontinue

Section 5:
Report on Violent or Criminal Incidents on Campuses

San Elizario ISD

2022-23 School Year Report on Violent or Criminal Incidents

Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165)

(To comply with FERPA, data are masked with an asterisk (*) if the number of students involved is less than 5)

Reason Code	Description	071904001	071904041	071904104	071904103	071904101
		SAN ELIZARIO H S	ANN M GARCIA-ENRIQUEZ MIDDLE	ALFONSO BORREGO SR EL	JOSEFA L SAMBRANO EL	L G ALARCON EL
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)	0	0	0	0	0
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)	0	0	0	0	0
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)	0	0	0	0	0
16	Arson – TEC §37.007(a)(2)(B)	0	0	0	0	0
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)	0	0	0	0	0
18	Indecency With A Child – TEC §37.007(a)(2)(D)	0	0	0	0	0
19	Aggravated Kidnapping – TEC §37.007(a)(2)€	0	0	0	0	0
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)	0	0	0	0	0
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)	0	0	0	0	0
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)	0	0	0	0	0
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)	1	0	0	0	0
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)	15	0	0	0	0
37	Felony Alcohol Violation – TEC §37.007(a)(3)	0	0	0	0	0
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)	0	0	0	0	0
47	Manslaughter – TEC §37.007(a)(2)(G)	0	0	0	0	0
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)	0	0	0	0	0
49	Engages in Deadly Conduct - TEC §37.007(b)(3)	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)	0	0	0	0	0
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)	2	0	0	0	0
	Total Incidents	18	0	0	0	0
	Student Enrollment (Fall 2022 PEIMS Snapshot)	1,026	496	472	633	329
	Incident Rate	1.8%	0.0%	0.0%	0.0%	0.0%

TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and "watch lists" referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA's webpage at:

https://tea.texas.gov/finance-and-grants/grants/essa-program/uscohandbook.pdf

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

** TEC §37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.*



Section 6:
Student Performance in Postsecondary Institutions

Texas High School Graduates from FY2020
Enrolled in Texas Public or Independent Higher Education in FY 2021

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
	HARMONY SCIENCE ACAD (EL PASO)								
	071806002	HARMONY SCHOOL OF INNOVATION - EL PASO							
		Four-Year Public University	16	2	0	2	5	6	1
		Two-Year Public Colleges	13	5	3	1	3	0	1
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	26						
		Total High School Graduates	56						
	071806001	HARMONY SCIENCE ACAD (EL PASO)							
		Four-Year Public University	29	10	3	1	1	12	2
		Two-Year Public Colleges	34	12	3	5	4	9	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	25						
		Total High School Graduates	88						
	SAN ELIZARIO ISD								
	071904001	SAN ELIZARIO H S							
		Four-Year Public University	40	11	2	9	8	8	2
		Two-Year Public Colleges	41	17	3	5	3	11	2
		Independent Colleges & Universities	2						
		Not Trackable	18						
		Not Found	106						
		Total High School Graduates	207						

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.

Section 7:
Progress Toward Board-adopted HB 3 Goals

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Planning & Instruction
Subject: Progress Monitoring— (HB 3) Goal 1: Overall 3rd Grade Achievement in Mathematics
Date: November 8, 2023

HISTORY:

The Board of Trustees had previously developed a set of 3 Student Outcome Goals with corresponding Goal Progress Measures (GPM's) to monitor student progress. These goals had primarily focused on math (Goal 1), reading (Goal 2), and college and career readiness (Goal 3). Each goal had annual targets established.

This report is meant to inform the Board about an update to Goal 1, which focuses on overall 3rd grade mathematics performance as measured by the 2023 STAAR assessments. The focus is on 3rd grade as this grade level aligns with the progress monitoring expectations set forth in HB 3.

RATIONALE:

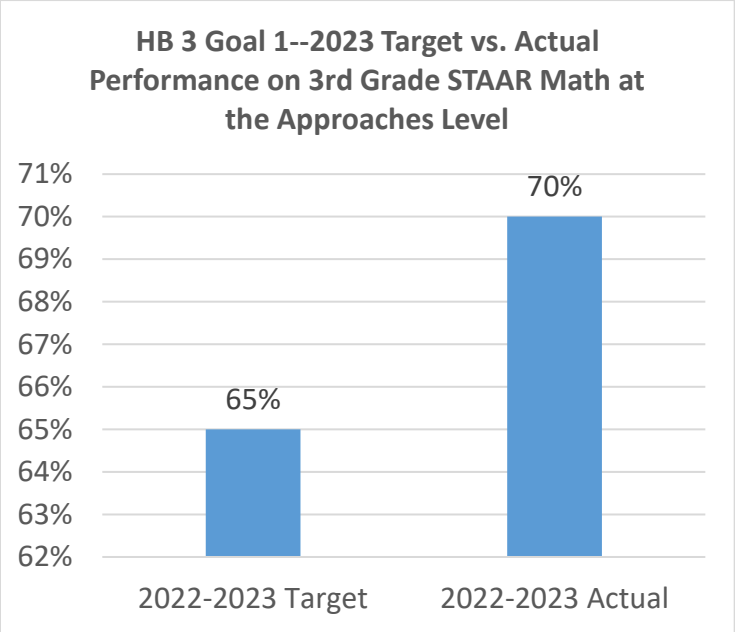
Student Outcome Goal 1 (HB 3; 5-year Goal)
The percentage of 3rd grade students that score at the approaches level on STAAR mathematics will increase from 58% in June 2022 to ≥85% by June 2028.

Goal 1 Annual Targets:

2023	2024	2025	2026	2027	2028
65%	69%	73%	77%	81%	85%

In Spring of 2023, 185 students in Grade 3 took the mathematics STAAR test. They achieved 70% at the approaches level. The 2023 target was 65%, placing our 3rd grade math performance 5% above the target. The corresponding graph is on the following page.

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903



BUDGET:
There is no budget associated with this item.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the progress of 3rd grade mathematics as presented.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only
☐ Attachment Included

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Planning & Instruction
Subject: (HB 3) GPM 1.1 Progress Monitoring—Math Growth for PK4
Date: February 13, 2024

HISTORY:
The Board of Trustees has approved Student Outcome Goals and Goal Progress Measures as part of HB 3 progress monitoring requirements. The purpose of this report is to provide feedback on Goal Progress Measure (GPM) 1.1, which focuses on the progress of PK4 students in meeting mathematics skill benchmarks.

RATIONALE:
Goal Progress Measure (GPM) 1.1 (District; 1-year Goal)
The average percentage of all PK4 students meeting early mathematics skills benchmarks at MOY (Wave 2) will increase from 57% in May 2023 to ≥58% by June 2024 as measured by the CIRCLE Progress Monitoring School Benchmark Growth Report.

The CIRCLE Progress Monitoring System is a web-based, prekindergarten assessment system used by PK4 teachers to determine their student's knowledge in key developmental areas. This tool prompts teachers to focus on lessons that target their students' least developed skills. Conducted three times per year, the assessments are sensitive to growth in children's skills over time.

In this report, two parameters will be examined related to PK4 performance in math:

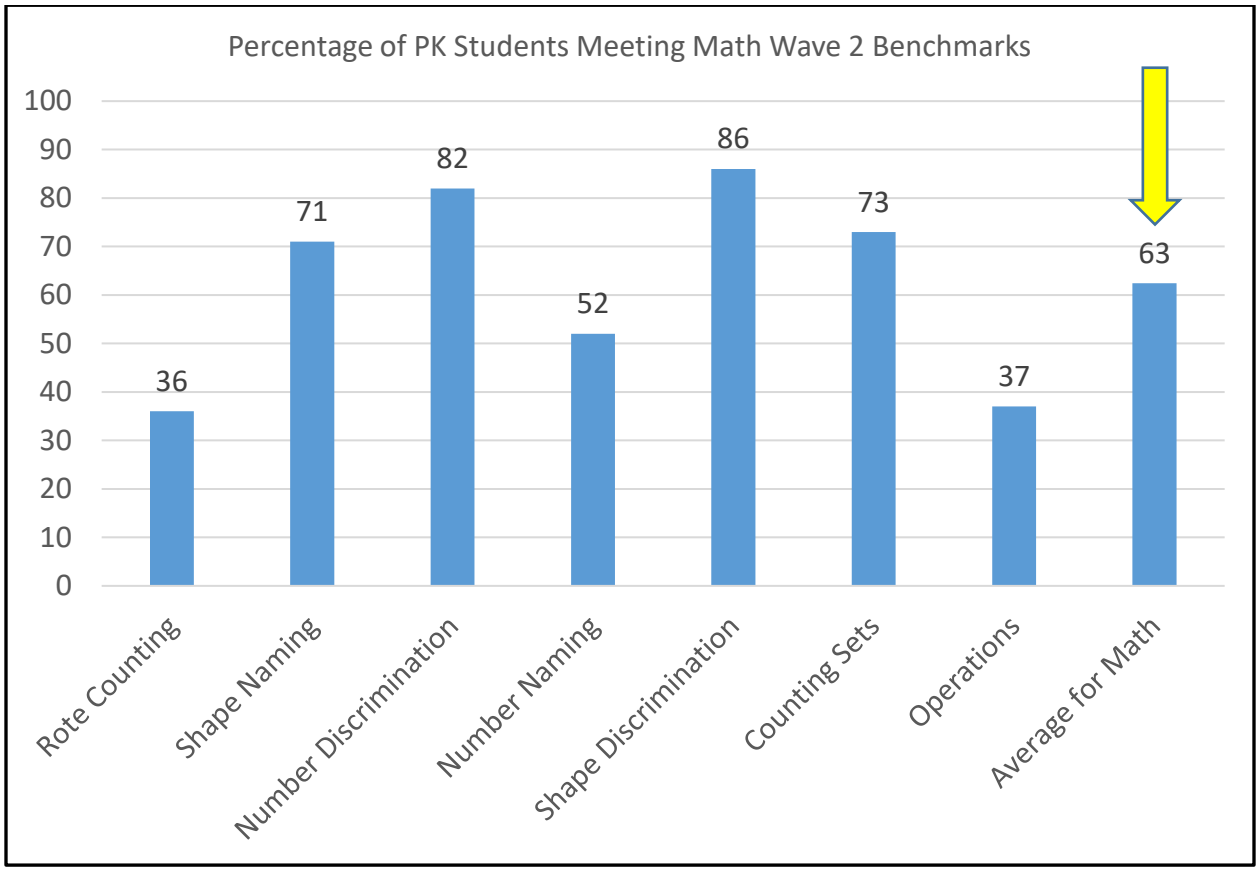
- Meeting Wave 2 math targets based on the CIRCLE assessment;
- Comparison of math growth from Wave 1 to Wave 2 based on the CIRCLE assessment.

Subgroup Data
It is important to note that the CIRCLE assessment setup must be reconfigured for Wave 3 year-end testing to identify and sort students based on subgroup (Emergent Bilingual). Students in PK are just beginning the process of being identified for Special Education. At PK, only a handful of students are identified for speech pathology support thus far. Subgroup analysis of EB students will be reflected in the year-end report.

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

Meeting Wave 2 math targets in the CIRCLE assessment

Students in PK were tested with the CIRCLE assessment in mathematics during January 2024 for Wave 2, which is the middle-of-year assessment. The graph below represents the Wave 2 percentages "on track" for mathematics, which is the percentage of all PK students who are meeting the benchmarks in that specific math skill set. The average of all math skill sets is reported in the final data piece. This graph is based on the CIRCLE Progress Monitoring School Benchmark Growth Report.

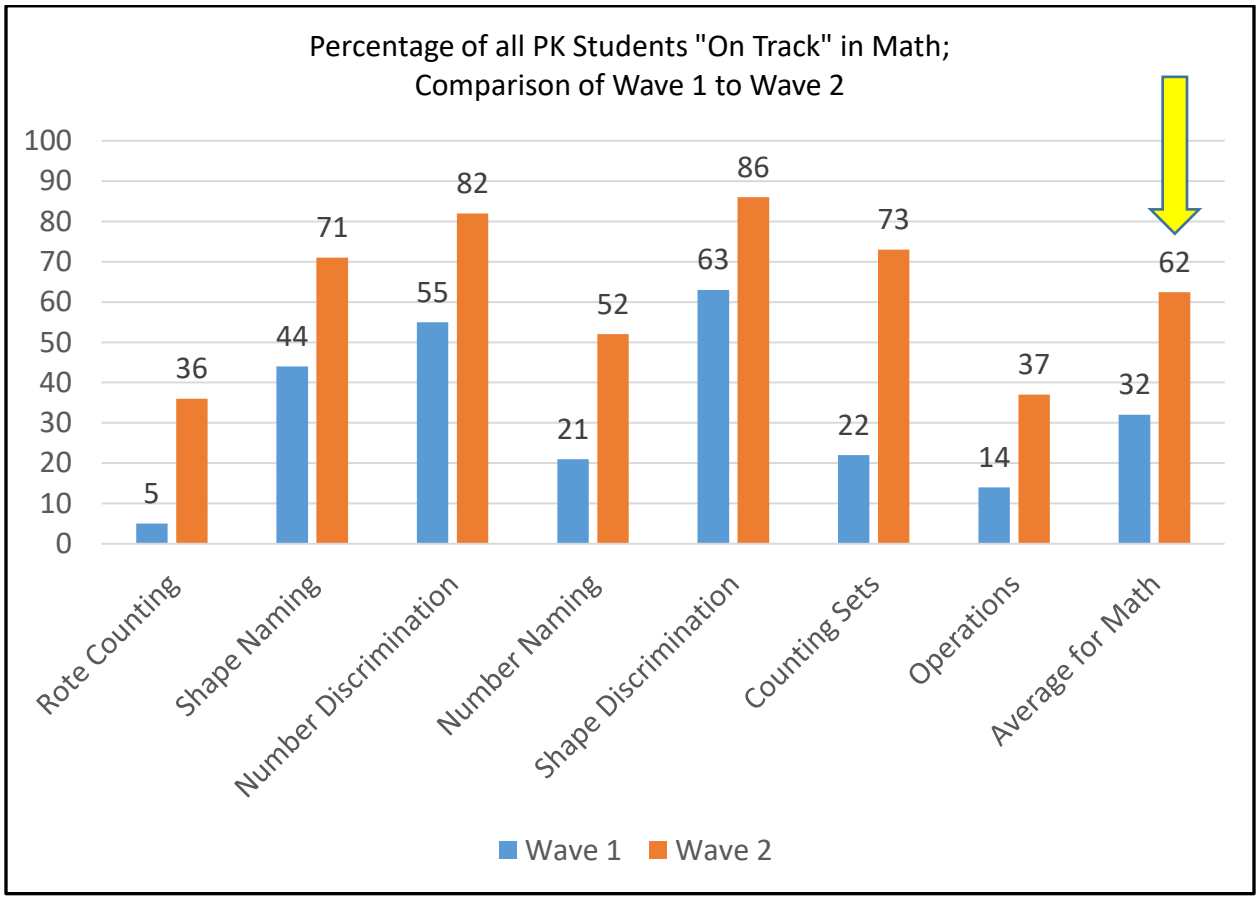


The GPM 1.1 target to reach by June 2024 was ≥58% meeting math benchmarks at Wave 2. An overall **63%** of PK students met their math benchmarks at Wave 2. This is 5% above the target.

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

Comparison of math growth from Wave 1 to Wave 2 in the CIRCLE assessment

Beyond the determination of whether the Wave 2 target was met, we will also look at the *growth* of our PK students in math skills from Wave 1 to Wave 2. Wave 1 is the beginning of the year assessment which was given in September 2023.



In looking at each of the math skills in the graph above, it is evident that much skill improvement took place in our PK students from the beginning of the year to the middle of the year. The average shows that 32% met benchmarks at Wave 1 and grew to 62% by Wave 2, which is a 30% increase. Our PK students are progressing well in their mathematics skills this year.

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

BUDGET:
There is no budget for this item.

ADMINISTRATIVE RECOMMENDATION:
It is recommended that the Board review the progress of GPM 1.1 as presented.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only
☐ Attachment Included

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Planning & Instruction
Subject: Progress Monitoring—GPM 1.2—3rd Grade Math Progress
Date: April 17, 2023

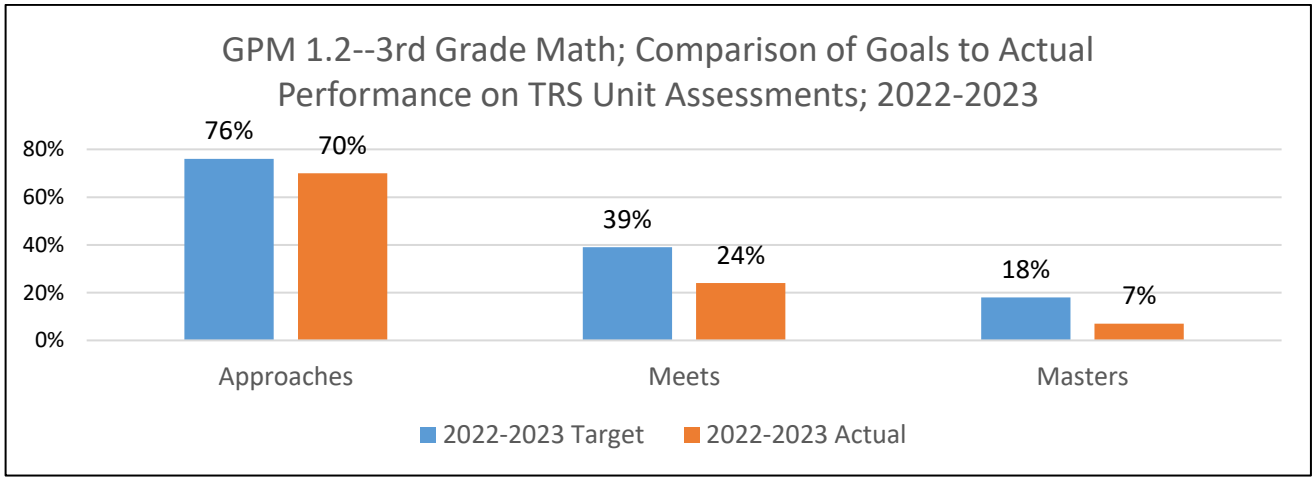
HISTORY:

The Board of Trustees has been progress monitoring Grade 3 mathematics performance for the last several years. One of the Goal Progress Measures (GPM's) that provides part of the necessary data comes from GPM 1.2, which measures the following:

Goal Progress Measure (GPM) 1.2

Student Mathematics performance on the TRS Unit Assessments in 3rd Grade Math will increase annually from 2021-2022 (baseline) through 2023-2024 at the Approaches, Meets, and Masters levels as indicated in the table below.

GPM 1.2: TRS Unit Assessments—3rd Grade Math	Baseline 2021-2022	Goals 2022-2023	Goals 2023-2024
Approaches	73%	76%; Actual (70%)	79%
Meets	36%	39%; Actual (24%)	42%
Masters	16%	18%; Actual (7%)	20%



San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

The unit assessments from the TEKS Resource System (TRS) curriculum will be used to determine goal attainment.

RATIONALE:

The 183 total Grade 3 students at Alarcon and Borrego took four TRS unit assessments in mathematics since the beginning of the 2022-2023 school year.

The scores from these 4 unit assessments were averaged to obtain the scores which are compared to our goals. From the table above, our goal for approaches was 76%, and we achieved 70%. The approaches level of performance equates to "passing" the test. This means that 70% of the 183 students who took these tests achieved a passing score, which is a positive outcome. The goal for the meets level was 39%, and we achieved 24%. The goal for masters was 18%, and we achieved 7%.

Our 3rd graders are close to reaching our approaches goal in math, which is equivalent to 'passing.' There are two unit assessments in 3rd grade math remaining this year. There will be a six-week assessment and an end-of-year benchmark test.

Alarcon and Borrego held an intersession camp March 6-10, 2023 to intervene with struggling students in mathematics. Approximately 13 students attended these camps. Students practiced mathematics topics using Measuring Up resources to learn addition, subtraction, multiplication, and division strategies.

Students in 3rd grade receive daily instructional support from the campus and district to improve math student outcomes. These supports include student-based and teacher-based initiatives:

- Math vertical alignment meetings
- Sharon Wells curriculum training
- STAAR reviews
- Focused learning walks with feedback
- STAAR 2.0 information and item-type practice
- Implementation of the Math Bee to focus on Number Sense and Operations
- Participation in math data sessions
- Individual teacher-based assistance with student expectations in math
- Edcite support for the Sharon Wells testing platform
- Support for STEMscopes math

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

BUDGET:

There is no identified budgetary impact for GPM 1.2.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the progress of GPM 1.2 as presented.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☐ Attachment Included

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Planning & Instruction
Subject: Progress Monitoring— (HB 3) Goal 2: Overall 3rd Grade STAAR Reading Achievement
Date: January 17, 2024

HISTORY:

The Board of Trustees had previously developed a set of 3 Student Outcome Goals with corresponding Goal Progress Measures (GPM's) to monitor student progress. These goals had primarily focused on math (Goal 1), reading (Goal 2), and college and career readiness (Goal 3). Each goal had annual targets established.

This report is meant to inform the Board about an update to Goal 2, which focuses on overall 3rd grade reading performance as measured by the 2023 STAAR assessments. The focus is on 3rd grade as this grade level aligns with the progress monitoring expectations set forth in HB 3.

RATIONALE:

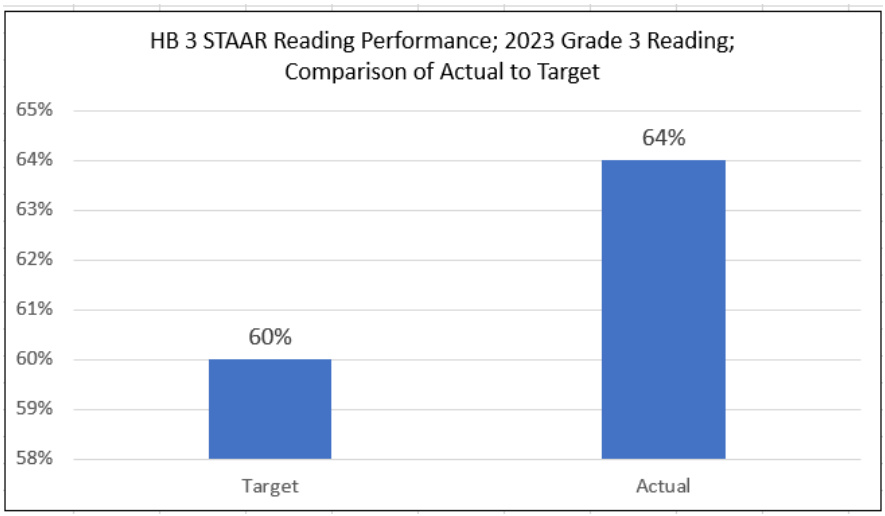
Student Outcome Goal 2 (HB 3; 5-year Goal)
The percentage of 3rd grade students that score at the approaches level on STAAR reading will increase from 57% in June 2022 to ≥ 80% by June 2028.

Goal 1 Annual Targets:

2023	2024	2025	2026	2027	2028
60%	64%	68%	72%	76%	80%

In Spring of 2023, 185 students in Grade 3 took the reading STAAR test. They achieved 64% at the approaches level. The 2023 target was 60%, placing our 3rd grade math performance 4% above the target. The corresponding graph is on the following page.

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903



BUDGET:
There is no budget associated with this item.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the progress of 3rd grade reading as presented.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only
☐ Attachment Included

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Lisa Renegar; Planning & Instruction
Subject: Goal Progress Monitoring—GPM 2.1
Date: June 13, 2023

HISTORY:

The SEISD Board of Trustees established Student Outcome Goal 2 to track reading performance from grades PK-12. Grades PK-2 do not take a STAAR assessment, so the IStation program for reading measures performance at this level.

RATIONALE:

GPM 2.1: Student reading performance in grades Pre-K through 2nd will increase from 2020-2021 through 2023-2024 as measured by the IStation Overall Reading Ability Index. Performance at the Approaches, Meets, and Masters Levels will increase annually as indicated below.

English and Spanish Testers in PK-2nd Grade

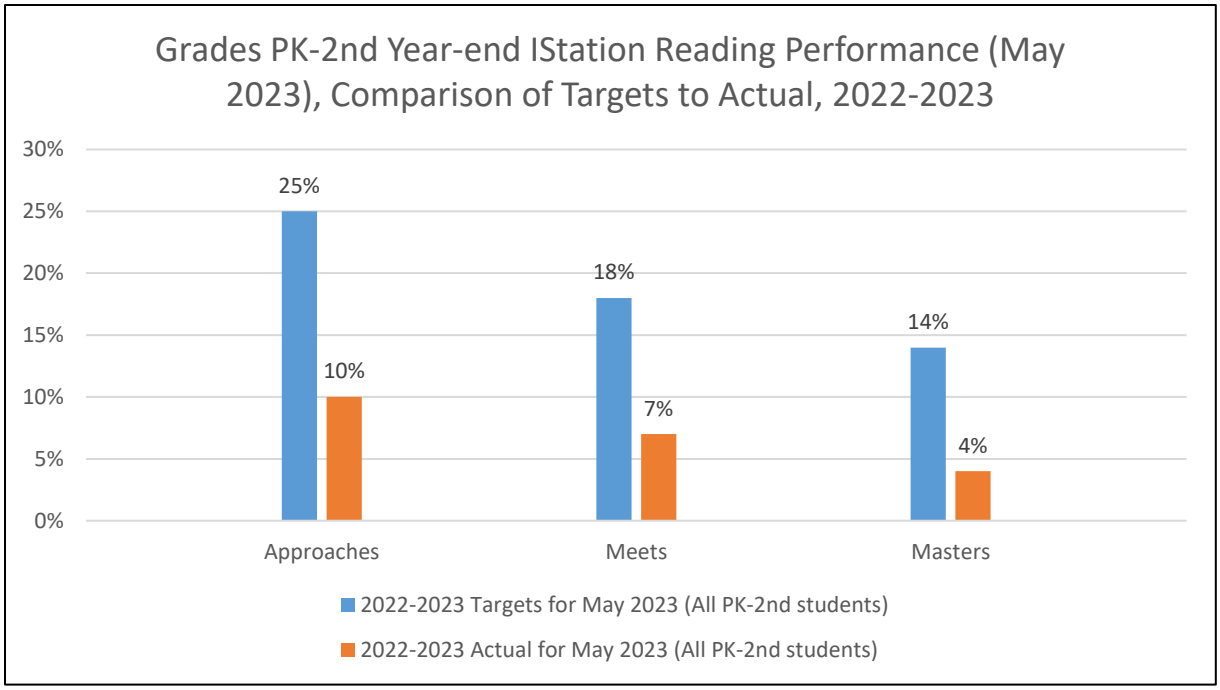
Levels	2022-2023 Targets for May 2023 (All PK-2nd students)	2022-2023 Actual for May 2023 (All PK-2nd students)
Approaches	25%	10%
Meets	18%	7%
Masters	14%	4%

There was a total of 831 students tested: (PK=213, K=197, 1st=210, 2nd=211). Many students were tested in both English and Spanish, so the percentages above reflect a total of 1074 total IStation tests in these 4 grade levels.

The table compares our target for year-end IStation performance and our actual performance. The comparison shows that we are 15% below target at the approaches level, 11% below target at the meets level, and 10% below target at the masters level.

The graph on the following page visually represents the data found in the table.

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903



There are many interventions in place for improving early reading. At Sambrano, these are the pre-reading interventions currently in place:

- Small group guided reading
- Tutoring Monday-Thursday, Intersession tutoring
- IStation reading lessons
- Fundations and Estrellitas reading programs
- Accelerated Reader program
- Book-of-the-Month activities
- Daily exposure to Fundations and Estrellitas letter/sound correspondence
- Integration of reading skills into P.E. activities by our coaching staff
- Bingo Night to reinforce concepts and skills in reading
- Integration of other disciplines into P.E. classes
- Teacher aides provide support in the classroom

At Loya Primary, these are the reading interventions in place for PK students.

- Monday-Thursday intervention groups for letter recognition and language development
- Daily exposure to Fundations, Estrellitas, and Learning Dynamics curricula
- Campus expectation to spiral letters already learned into daily instruction to assist with retention

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

BUDGET:
The cost of IStation is included in each elementary campus' Campus Improvement Plan.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the progress of GPM 2.1 as presented.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only
☐ Attachment Included

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Planning & Instruction
Subject: Progress Monitoring—GPM 2.2—3rd Grade Reading Progress
Date: May 10, 2023

HISTORY:

The Board of Trustees has been progress monitoring Grade 3 reading performance for the last several years. One of the Goal Progress Measures (GPM's) that provides part of the necessary data comes from GPM 2.2, which measures the following:

Goal Progress Measure (GPM) 2.2:
Student Reading performance on the IStation Overall Reading Ability Index in 3rd Grade will increase annually from 2021-2022 (baseline) through 2023-2024 at the Approaches, Meets, and Masters levels as indicated in the table below.

GPM 2.2: IStation Reading Overall Ability Index—3rd Grade	Baseline 2021-2022	Goals 2022-2023	Goals 2023-2024
Approaches	13%	17% **Actual: 36%**	20%
Meets	27%	30% **Actual: 22%**	32%
Masters	13%	14% **Actual: 5%**	15%

At the April 17, 2023 Board meeting, it was discussed that student progress monitoring would change to a growth model for the upcoming school year. There are not yet revised Student Outcome Goals and Goal Progress Measures in place. Once these are established and approved by the Board, this new data analysis model will be presented to the Board in subsequent reports to monitor reading and math in terms of student growth.

RATIONALE:

There were 192 students in grade 3 who were assessed in iStation reading during the month of April 2023. Istation assessments occur on a monthly basis. Students were assessed in either English or Spanish depending on their needs. The data for the month of April 2023 shows that our 3rd grade students have made solid progress in their reading abilities. We have exceeded the Approaches level by 19%. The Approaches level is considered "passing." Our students are making progress at the Meets level. Since the last Board report in January of 2023, our 3rd

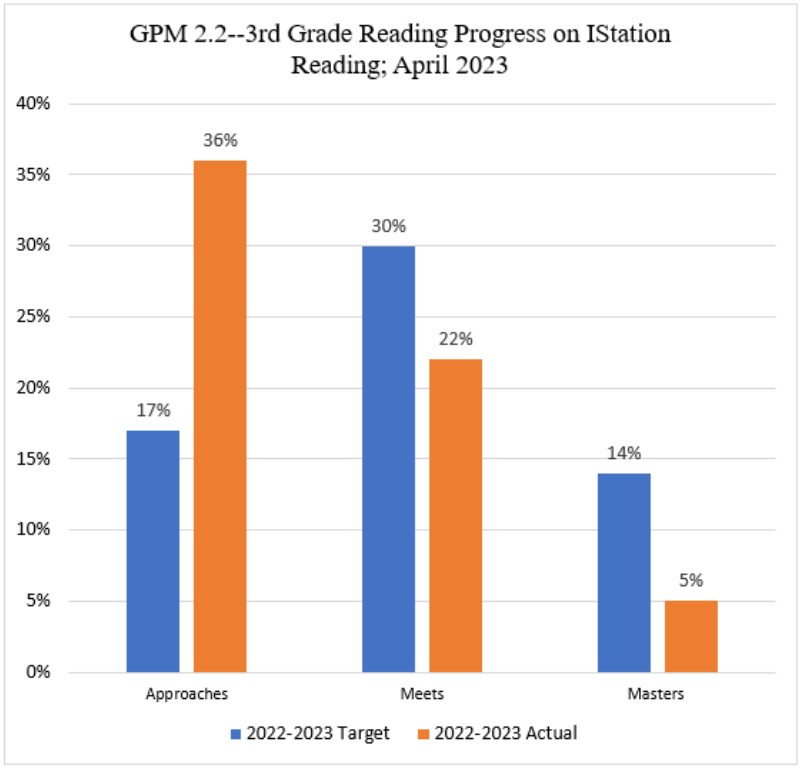
San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

graders have gained 25% at the Approaches level, 13% at the Meets level, and have maintained 5% at the Masters level. The total percentage of 3rd grade students passing reading via the IStation assessments is 63% for the month of April 2023. These students will be assessed again in May 2024 to determine final levels of reading performance for this school year.

Board Progress Monitoring Report

Student Outcome Goal 2	Overall Goal Evaluation
Student Reading performance on the STAAR/EOC in grades 3-12 will increase annually from 2021-2022 through 2023-2024 at the Approaches, Meets, and Master's Levels.	**Significantly Improved**

There were 192 students in grade 3 who were assessed in iStation reading during the month of April 2023. IStation assessments occur on a monthly basis. Students were assessed in either English or Spanish depending on their needs. The data for the month of April 2023 shows that our 3rd grade students have made solid progress in their reading abilities. We have exceeded the Approaches level by 19%. The Approaches level is considered "passing." Our students are making progress at the Meets level. Since the last Board report in January of 2023, our 3rd graders have gained 25% at the Approaches level, 13% at the Meets level, and have maintained 5% at the Masters level. The total percentage of 3rd grade students passing reading via the IStation assessments is 63% for the month of April 2023. These students will be assessed again in May 2024 to determine final levels of reading performance for this school year.



Superintendent's Evaluation on Next Steps: Refer to Board of Trustees Memo submitted with this report.

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

The interventions and instructional support in place to assist with reading mastery are described below:

- Walkthroughs, feedback, and lesson modeling from Administration
- Teacher assistance via the Impact Cycle, learning walks, and lesson modeling
- Small group intervention via the Reading Interventionist
- Small group intervention for newcomers via the Bilingual Aide
- Data PLC's to disaggregate data
- Use of pre- and post- assessments to establish the current level of performance and monitor progress
- Monitor progress and plan interventions according to weekly results such as small group reteach or review, extra practice on skills attainment
- Use of online resources such as Learning A-Z
- Guided Reading
- Parent involvement to include open communication with parents via Class Dojo, phone calls, conferences, email
- District assistance via direct support for 3rd grade teachers and students in the classroom and during teacher professional development

BUDGET:
There is no identified budgetary impact for GPM 2.2.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the progress of GPM 2.2 as presented.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only
☐ Attachment Included

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Planning and Instruction Department
Subject: Progress Monitoring—Student Outcome Goal 3
Date: September 12, 2023

HISTORY:

The Board of Trustees has identified Student Outcome Goal 3 as follows:

Student Outcome Goal 3 (HB 3; 5-year Goal)

SEISD will increase the percentage of College, Career, and Military Readiness (CCMR) points earned annually by SEHS seniors from 30% in May 2023 to ≥88% by June 2028 as measured by the A-F Accountability System. The Annual Targets for Goal 3 are listed below.

Student Outcome Goal 3—CCMR Final Numbers and Future Targets
2021-2022 (Final; affects 2023 accountability)—51%
2022-2023 (Early estimate; affects 2024 accountability—42.5%

The percentages below are targets based on revised Goal 3.
2023-2024—55%
2024-2025—63%
2025-2026—70%
2026-2027—77%
2027-2028—88%

RATIONALE:

The College, Career, and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

1. Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics

2. Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination

3. Earn Dual Course Credits

4. Earn an Industry-Based Certification

5. Earn a Level I or Level II Certificate

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

6. Earn an Associate Degree

7. Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness

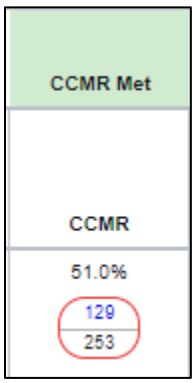
8. Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student

9. Enlist in the U.S. Armed Forces or Texas National Guard

10. CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications

The goal is for every high school student to earn a CCMR "point" by meeting at least one of the 10 criteria above prior to graduation. Students can earn more than one point, but only one point per student will be counted. The calculation for CCMR is simple. It is the number of seniors with a point divided by the total number of seniors which results in a percentage.

The data tables used by TEA to calculate final CCMR percentages for 2023 accountability purposes are not yet available and won't be made public until after September 28, 2023. Based on a program called OnDataSuite, we do have a good idea of our final CCMR percentage for the 2022 senior class, which affect our 2023 accountability.



It is estimated that 129 out of 253 seniors in the 2022 graduating class earned a CCMR point, which is 51%. At this time, we will not compare the 51% to a target since we have recently revised Goal 3. We will instead focus on the impacts to CCMR from the A-F Accountability "refresh" to study the potential outcomes.

For the 2023 graduating class, which impacts our 2024 accountability, the CCMR point estimate is 42.5%.

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

There are two issues here—the decline in our CCMR percentage over the last few years combined with a sharp increase in the CCMR percentage required for A-F accountability that was just enacted. For the "refreshed" 2023 A-F Accountability System, the state has increased the CCMR percentage needed to earn an "A" in Domain I from a scale score of 60 to a scale score of 88. This means that 88% of our seniors must earn a CCMR point, or we mathematically cannot earn an A in Domain I of the 3-domain accountability system.

Since CCMR is based on a "lagging indicator," the senior class that impacts our current accountability has long-since graduated. When the 88% rule was enacted, it was already 2 years too late to do anything meaningful about it. We can only act in the present and do everything in our power to raise our CCMR percentage up to the 88% as quickly as possible. This will take a commitment of work and time from all stakeholders.

While a CCMR percentage of 51% will impact our 2023 accountability, we had a decline in 2023 to 42.5% which will impact 2024's accountability ratings. The current senior class, who will graduate in 2024, will impact our 2025 accountability. We *can* and *will* intervene with this current senior class as we cannot intervene with past graduating classes.

SEISD is making strides toward increasing our CCMR percentage. Within the 10 CCMR point-earning criteria, the first criterion gives us the best possibility of gaining points, so this will be our primary focus.

1. Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics

This can be accomplished through a combination of tests such as TSIA, SAT, and ACT. We believe the TSIA test will be the most effective way of earning a point through testing. In 2023-2024, SEHS is testing 100% of the student population with both the TSIA reading and mathematics tests. This has not been done before. Additionally, there will be effective test preparation this year through a program called Edgenuity. This level of preparation has also never been done before. Additionally, we are disaggregating data from each round of TSIA testing occurring this year and are grouping students for meaningful intervention prior to their next round of re-testing.

SEHS is examining ways to get more students to take the SAT and/or ACT. Last year, they conducted an SAT "school day" session which tested all SEHS seniors at the campus. Normally, students sign up for an SAT session and must find their own transportation to an alternate testing site. Our participation in the SAT school day far exceeded the usual levels last year.

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

We are continually increasing the number of students who take AP exams. Our CTE Administrator is increasing the number of Industry-Based Certifications that will be earned and is phasing out sunsetted IBC's, which will no longer count towards CCMR points.

In an effort to publicize CCMR and TSIA, district administrators will be doing presentations to students and parents this fall on both topics in order to cement the importance of taking both seriously. Students will become familiar with the ways to earn a CCMR point and will begin to own the process and self-track the earning of their point before graduation.

We believe these efforts will assist us in meeting the targets for Student Outcome Goal 3 moving forward and will bring us closer to the 88% needed to earn an A in Domain I.

BUDGET:

There is no identified budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the progress of Student Outcome Goal 3 as presented.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only
☐ Attachment Included

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Planning and Instruction
Subject: Progress Monitoring—GPM 3.1—Percentage of 8th Graders Taking the TSIA 2.0 Test
Date: March 8, 2023

HISTORY:

Goal Progress Measure (GPM 3.1) states:

The percentage of 8th grade students who take the TSIA 2.0 in RLA (ELAR College and Career Readiness + ELAR Diagnostic) will increase from 39% in June 2021 to 98% by June 2024.

These are the annual targets for GPM 3.1:

2022-2023: 85%
2023-2024: 98%

RATIONALE:

The TSIA assessment is designed to determine a student's readiness for college-level coursework in the general subjects of reading, writing, and mathematics. SEISD is working toward administering the TSIA assessment to all 8th grade students. Students who achieve college-readiness level scores in reading and writing in 8th grade are eligible to apply to the San Elizario Early College High School. Mathematics is not TSIA-tested in 8th grade, as 8th grade students have not yet completed the tested mathematics coursework by that time.

As of February 21, 2023, GEMS has tested 94% of the 8th grade class. The remainder will be tested by the end of April 2023. Our target in 2022-2023 was to test 85% of the 8th grade class by the end of the year. We have already surpassed that by testing 94% of our 8th graders, or 9% above our target. We will test the remaining 8th graders by the end of the spring semester.

BUDGET:

Garcia-Enriquez Middle School budgeted $5000 for the cost of TSIA assessments for 2022-2023.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board approve the progress of GPM 3.1 as presented.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only
☐ Attachment Included

Section 8:
2022-2023
TAPR Glossary

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, *A–F* ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the *A–F* ratings under 2023 rule is pending and subject to change**.**

2023 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.

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/tapr/2023/masking.html.

STAAR Performance (2022–23)

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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, 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.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

School Progress Domain— Annual Growth Score is the percentage of improvement or growth students have made from year to year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

School Progress Domain—Accelerated Learning Score is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

STAAR Progress Measure Percent at Expected or Accelerated Growth.* The percentage of assessments that met or exceeded the STAAR progress measure expectations. See STAAR Progress Measure for 2023 for more information.

The above measures were used to determine the Annual Growth, Accelerated Learning and STAAR Progress in the Bilingual Education/ESL report.

Bilingual Education/ESL

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 in order 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 in order 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 emergent bilingual (EB) students/English learners (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 emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (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 Learner (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 emergent bilingual (EB) students/English learners (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/non-EL students).
- *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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR Participation (2022–23)

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 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
  - *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *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 an Emergent Bilingual/English learner (EB/EL) who has 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)

Attendance, Graduation, and Dropout Rates (2022–23)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2021–22 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2021–22 school year}}$$

(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:

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2021–22 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2021–22 school year}}$$

(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 (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- 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
- 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 who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- 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
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2021–22 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year}}$$

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

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2021–22 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2021–22 school year}}$$

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, 2021-22* reports, available on the TEA website at Completion, Graduation, and Dropout | Texas Education Agency.

For detailed information on data sources, see Appendix H in the *2023 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 2018–19. They are followed through their expected graduation with the Class of 2022.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2017–18. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2021.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2016–17. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2020.

2022–23 Texas Academic Performance Report (TAPR) Glossary

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 2018–19 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2018–19 but takes 5 years to graduate (i.e., graduates in May 2023) is still part of the 2022 cohort; he or she is not switched to the 2023 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2022. 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, 2022 for the 2022 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2022 cohort*}}$$

(2) *Received TxCHSE:* For the 2022 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2022 cohort*}}$$

(3) *Continued High School:* The percentage of the 2022 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2022 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\textbf{number of students in the 2022 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2022 cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2022 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 32, 2022 plus number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2022 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2022, for the 2021 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2021 cohort*}}$$

(2) *Received TxCHSE:* For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2021 cohort*}}$$

(3) *Continued High School:* The percentage of the 2021 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2021 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2021 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\textbf{number of students in the 2021 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2021 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022 plus number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2021 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2022, for the 2020 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2020 cohort*}}$$

(2) *Received TxCHSE:* For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2020 cohort*}}$$

(3) *Continued High School:* The percentage of the 2020 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2020 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2020 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\textbf{number of students in the 2020 cohort*}}$$

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

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}\end{array}}{\textbf{number of students in the 2020 cohort*}}$$

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

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}\end{array}}{\textbf{number of students in the 2020 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

* 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 2018–19. They are followed through their expected graduation with the Class of 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2022 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2017–18. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2021. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2021 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2020 cohort**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

For further information on these rates, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2021-22*. *(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 2022) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2022 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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.

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

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.

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

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.

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2022 with reported graduation plans}}$$

2022–23 Texas Academic Performance Report (TAPR) Glossary

RHSP/DAP Graduates (Annual Rate) (2021-22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2021-22 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2021-22 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2021–22 who earn an FHSP-E}}{\textbf{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2021–22 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who 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.

$$\frac{\textbf{number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2021–22 with reported graduation plans}}$$

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 (2022-2023)

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 2021–22 are also shown:

2022–23 Texas Academic Performance Report (TAPR) Glossary

- 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 count and percentage of graduates served by special education programs. *(Data source: PEIMS 41163)*

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

$$\frac{\textbf{number of graduates in the 2021–22 school year eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of graduates in the 2021-22 school year}}$$

Emergent Bilingual (EB)/English Learner (EL): The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms "Emergent Bilingual," "English learner" and "Limited English Proficient" (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

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

$$\frac{\textbf{number of graduates in the 2021–22 school year considered as at risk}}{\textbf{total number of graduates in the 2021-22 school year}}$$

CTE Completers: The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (*Data source: PEIMS Course Completion Records)*

College, Career, or Military* Readiness (CCMR) (2022–23)

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

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between

an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2022, SAT and ACT results through the July 2022 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in 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 by August 31 immediately following high school graduation. *(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 IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(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 Degree Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) (*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, Marines, or Texas National Guard *(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. Enlistment data reported in PEIMS for 2021 and 2022 annual graduates is included for indicators displaying military readiness.*

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.*

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, or 9 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness.*

College Ready 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 (TSIA1 and/or TSIA2), 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:

2022–23 Texas Academic Performance Report (TAPR) Glossary

TSI Criteria						
TSIA1 and/or TSIA2		**SAT**		**ACT**		**College Prep Course**
>= ELAR criteria shown below	**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
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	>=19 on Mathematics **and** >=23 Composite	**or**	Complete and earn credit for mathematics college prep course

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

2022–23 Texas Academic Performance Report (TAPR) Glossary

English Language Arts.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2021-22 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

Any Subject.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2021-22 annual graduates}}$$

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

$$\frac{\text{number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{Number of 2021-22 annual graduates}}$$

2022–23 Texas Academic Performance Report (TAPR) Glossary

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)*

$$\frac{\text{number of 2021-22 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2021-22 annual graduates}}$$

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 *2023 Accountability Manual*. *(Data source: PEIMS 48011)*

$$\frac{\text{number of 2021-22 annual graduates who earned an approved industry-based certification}}{\text{number of 2021-22 annual graduates}}$$

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

$$\frac{\text{number of 2021-22 annual graduates who earned a level I or level II certificate}}{\text{number of 2021-22 annual graduates}}$$

Graduates 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 *2023 Accountability Manual*. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2021-22 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2021-22 annual graduates}}$$

Graduates 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)*

$$\frac{\text{number of 2021-22 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2021-22 annual graduates}}$$

2022–23 Texas Academic Performance Report (TAPR) Glossary

CCMR-related Indicators (2022–23)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 *(Data source: THECB and PEIMS 40203)*

English Language Arts.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2021-22 annual graduates

Both Subjects.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2021-22 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.

number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2021-21 annual graduates

Both Subjects.

number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2021-22 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)*

2022–23 Texas Academic Performance Report (TAPR) Glossary

All Subjects.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

(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.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

2022–23 Texas Academic Performance Report (TAPR) Glossary

English Language Arts.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in ELA}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in mathematics}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in science}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in social studies}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

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

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\textbf{number of 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\textbf{total students enrolled in 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ grades}}$$

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

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

$$\frac{\textbf{number of 2021-22 graduates who took either the SAT or the ACT}}{}$$

$$\frac{\text{number of 2021-22 graduates reported}}{\text{number of 2021-22 graduates reported}}$$

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

$$\frac{\text{number of 2021-22 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2021-22 graduates reported}}$$

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

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

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

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

$$\frac{\text{sum of ACT composite scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

Other Postsecondary Indicators (2022–23)

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.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2021-22}}$$

English Language Arts.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2021-22}}$$

Mathematics.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22}}$$

Science.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2021-22}}$$

Social Studies.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2021-22}}$$

(Data source: PEIMS 43415)

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

$$\frac{\text{number of graduates during the 2020-21 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2020-21 school year}}$$

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)

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

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2022–23)

Please note, the Enrollment section of this report was added beginning with 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 2020–2021, use the data displayed under Membership.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Enrollment: Students reported as enrolled as of the last Friday in October (October 28, 2022).

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 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 and TEA Student Assessment Division)

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

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

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably.

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

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts

report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

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

For 2022–23, 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 No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

2022–23 Texas Academic Performance Report (TAPR) Glossary

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 Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(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).

$$\frac{\textbf{number of students in the 2022–23 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS 40110)

Student by Instructional Program:

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR 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).

$$\frac{\textbf{number of mobile students in 2021–22}}{\textbf{number of students who were in membership at any time during the 2021–22 school year}}$$

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 students/English learner 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 Rate: The percentage of students enrolled in fall 2021-22 who did not return to the same campus in the fall of 2022-23. 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 the campus in which they were enrolled in 2021-22 did not offer the next grade they were expected to move into in 2022-23 or if they were at a campus in 2021-22 that was no longer active in 2022-23. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2022-23.

Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2022-23. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2021 – number of students who returned in fall 2022}}{\textbf{number of students enrolled in fall 2021}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2022 in the same grade in which they were reported for the last six-week period of the prior school year (2021–22).

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

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, 2021–22* 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 2021–22 the end of the school-start window was September 30, 2022)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2021–22 school year}}$$

(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 (2022–23)

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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

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 2021–22 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 2021–22 who were not employed in the district in the fall of 2022–23. It is calculated as the total FTE count of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23, divided by the total teacher FTE count for the fall of 2021–22. 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)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2022-23 school year. *(Data source: Division of District Talent Systems)*

2022–23 Texas Academic Performance Report (TAPR) Glossary

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)*

2022–23 Texas Academic Performance Report (TAPR) Glossary

Appendix A

Advanced Academic Courses

- All courses shown were for the 2020–21 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

Course Code	Course Name
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

Course Code	Course Name
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)

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
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

Course Code	Course Name
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

Course Code	Course Name
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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
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

Course Code	Course Name
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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
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

Course Code	Course Name
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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
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

Course Code	Course Name
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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
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

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

Course Code	Course Name
N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III

2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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.