

Texas Academic Performance Report

Carrizo Springs CISD

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TAPR 22-23

Texas Academic Performance Report

Carrizo Springs CISD

Section 1

Texas Academic Performance
Report- District Level



2022-23 Texas Academic Performance Report (TAPR)

District Name: CARRIZO SPRINGS CISD

District Number: 064903

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	74%	74%	-	74%	*	-	-	-	*	79%	*	74%	77%	69%	*
	2022	76%	74%	68%	*	68%	*	-	-	-	-	27%	*	66%	76%	64%	83%
At Meets Grade Level or Above	2023	50%	47%	43%	-	42%	*	-	-	-	*	53%	*	44%	36%	40%	*
	2022	51%	49%	45%	*	46%	*	-	-	-	-	13%	*	46%	41%	41%	33%
At Masters Grade Level	2023	20%	17%	11%	-	10%	*	-	-	-	*	0%	*	11%	9%	11%	*
	2022	30%	28%	24%	*	24%	*	-	-	-	-	0%	*	24%	24%	20%	17%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	70%	73%	-	73%	*	-	-	-	*	74%	*	71%	86%	70%	*
	2022	71%	68%	61%	*	61%	*	-	-	-	-	40%	*	62%	53%	55%	67%
At Meets Grade Level or Above	2023	45%	41%	36%	-	36%	*	-	-	-	*	63%	*	38%	27%	33%	*
	2022	43%	39%	30%	*	30%	*	-	-	-	-	20%	*	31%	24%	25%	50%
At Masters Grade Level	2023	19%	16%	9%	-	8%	*	-	-	-	*	11%	*	9%	9%	8%	*
	2022	21%	18%	12%	*	12%	*	-	-	-	-	0%	*	13%	6%	10%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	76%	69%	*	68%	*	-	*	-	-	31%	*	70%	66%	63%	71%
	2022	77%	75%	58%	-	58%	*	-	-	-	-	33%	*	57%	65%	54%	50%
At Meets Grade Level or Above	2023	48%	46%	37%	*	37%	*	-	*	-	-	23%	*	38%	34%	31%	14%
	2022	54%	52%	40%	-	40%	*	-	-	-	-	33%	*	35%	65%	36%	17%
At Masters Grade Level	2023	22%	20%	17%	*	17%	*	-	*	-	-	8%	*	18%	16%	13%	0%
	2022	28%	26%	15%	-	14%	*	-	-	-	-	11%	*	12%	26%	15%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	66%	63%	*	65%	*	-	*	-	-	46%	*	67%	50%	60%	29%
	2022	70%	66%	50%	-	50%	*	-	-	-	-	22%	*	49%	57%	45%	33%
At Meets Grade Level or Above	2023	48%	43%	34%	*	35%	*	-	*	-	-	31%	*	34%	38%	30%	14%
	2022	43%	38%	26%	-	26%	*	-	-	-	-	11%	*	25%	30%	22%	17%
At Masters Grade Level	2023	22%	18%	10%	*	11%	*	-	*	-	-	0%	*	12%	3%	9%	0%
	2022	23%	20%	13%	-	13%	*	-	-	-	-	11%	*	14%	9%	13%	0%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	80%	68%	-	68%	*	-	-	-	-	38%	*	65%	79%	66%	*
	2022	81%	79%	82%	*	82%	67%	-	-	-	-	71%	-	82%	82%	79%	63%
At Meets Grade Level or Above	2023	57%	55%	46%	-	46%	*	-	-	-	-	23%	*	46%	48%	46%	*
	2022	58%	55%	50%	*	50%	33%	-	-	-	-	50%	-	48%	59%	50%	50%
At Masters Grade Level	2023	28%	27%	17%	-	16%	*	-	-	-	-	8%	*	15%	24%	17%	*
	2022	36%	34%	21%	*	22%	17%	-	-	-	-	7%	-	21%	24%	21%	38%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	79%	78%	-	78%	*	-	-	-	-	73%	*	78%	80%	75%	*
	2022	77%	74%	70%	*	69%	83%	-	-	-	-	64%	-	69%	76%	68%	63%
At Meets Grade Level or Above	2023	51%	49%	48%	-	48%	*	-	-	-	-	45%	*	49%	47%	45%	*
	2022	48%	45%	40%	*	40%	67%	-	-	-	-	64%	-	39%	53%	39%	63%
At Masters Grade Level	2023	21%	20%	16%	-	16%	*	-	-	-	-	0%	*	17%	13%	15%	*
	2022	25%	22%	14%	*	14%	17%	-	-	-	-	7%	-	14%	12%	12%	38%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	63%	57%	-	57%	*	-	-	-	-	54%	*	56%	62%	53%	*
	2022	66%	63%	63%	*	64%	50%	-	-	-	-	64%	-	61%	82%	60%	50%
At Meets Grade Level or Above	2023	36%	34%	28%	-	28%	*	-	-	-	-	23%	*	25%	41%	24%	*
	2022	38%	35%	37%	*	37%	17%	-	-	-	-	57%	-	34%	53%	35%	50%
At Masters Grade Level	2023	16%	14%	12%	-	11%	*	-	-	-	-	8%	*	11%	17%	10%	*
	2022	18%	16%	17%	*	17%	17%	-	-	-	-	14%	-	16%	24%	15%	25%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	75%	77%	*	75%	86%	-	*	-	*	63%	*	76%	78%	72%	63%
	2022	70%	69%	60%	*	58%	80%	-	*	-	*	32%	*	63%	43%	52%	50%
At Meets Grade Level or Above	2023	52%	50%	44%	*	43%	71%	-	*	-	*	44%	*	43%	48%	38%	38%
	2022	43%	42%	40%	*	38%	60%	-	*	-	*	26%	*	40%	38%	31%	33%
At Masters Grade Level	2023	22%	20%	13%	*	13%	14%	-	*	-	*	13%	*	13%	17%	13%	13%
	2022	23%	22%	21%	*	18%	60%	-	*	-	*	11%	*	21%	19%	16%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	74%	65%	*	65%	71%	-	*	-	*	69%	*	64%	67%	62%	63%
	2022	73%	70%	56%	*	56%	60%	-	*	-	*	53%	*	58%	48%	47%	50%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	36%	26%	*	25%	43%	-	*	-	*	44%	*	26%	25%	24%	38%
	2022	39%	35%	29%	*	27%	40%	-	*	-	*	21%	*	29%	29%	21%	17%
At Masters Grade Level	2023	16%	13%	8%	*	8%	14%	-	*	-	*	13%	*	8%	8%	6%	25%
	2022	16%	13%	12%	*	11%	40%	-	*	-	*	11%	*	13%	10%	7%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	77%	68%	*	67%	83%	-	*	-	-	50%	-	71%	53%	63%	60%
	2022	80%	79%	66%	-	65%	86%	-	-	-	*	50%	-	65%	71%	59%	60%
At Meets Grade Level or Above	2023	55%	51%	34%	*	31%	67%	-	*	-	-	25%	-	35%	32%	24%	20%
	2022	56%	54%	36%	-	34%	71%	-	-	-	*	28%	-	35%	47%	32%	20%
At Masters Grade Level	2023	27%	24%	9%	*	8%	17%	-	*	-	-	6%	-	10%	0%	6%	0%
	2022	37%	35%	19%	-	17%	43%	-	-	-	*	11%	-	17%	35%	17%	4%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	61%	67%	*	67%	67%	-	*	-	-	56%	-	67%	68%	61%	60%
	2022	61%	56%	54%	-	52%	71%	-	-	-	*	22%	-	55%	47%	49%	40%
At Meets Grade Level or Above	2023	37%	34%	41%	*	38%	67%	-	*	-	-	31%	-	42%	32%	31%	20%
	2022	31%	27%	18%	-	18%	14%	-	-	-	*	11%	-	18%	18%	15%	12%
At Masters Grade Level	2023	11%	9%	17%	*	17%	17%	-	*	-	-	13%	-	19%	11%	11%	0%
	2022	13%	11%	5%	-	5%	0%	-	-	-	*	0%	-	4%	12%	4%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	82%	71%	-	68%	100%	-	*	-	*	29%	-	73%	61%	67%	50%
	2022	83%	82%	77%	*	76%	80%	-	-	-	-	50%	*	77%	72%	71%	70%
At Meets Grade Level or Above	2023	58%	55%	39%	-	33%	100%	-	*	-	*	12%	-	41%	30%	33%	23%
	2022	58%	56%	49%	*	48%	60%	-	-	-	-	28%	*	50%	44%	44%	10%
At Masters Grade Level	2023	28%	25%	10%	-	8%	25%	-	*	-	*	0%	-	10%	9%	10%	12%
	2022	37%	36%	27%	*	26%	40%	-	-	-	-	6%	*	27%	22%	22%	10%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	73%	87%	-	86%	*	-	-	-	-	76%	-	89%	78%	86%	89%
	2022	71%	67%	62%	*	61%	*	-	-	-	-	44%	*	61%	67%	61%	50%
At Meets Grade Level or Above	2023	46%	41%	36%	-	35%	*	-	-	-	-	29%	-	36%	39%	34%	26%
	2022	40%	33%	26%	*	25%	*	-	-	-	-	28%	*	26%	27%	20%	13%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	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%	14%	2%	-	2%	*	-	-	-	-	0%	-	0%	11%	3%	0%
	2022	14%	10%	4%	*	4%	*	-	-	-	-	11%	*	4%	0%	2%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	73%	59%	-	56%	88%	-	*	-	*	44%	-	60%	52%	56%	58%
	2022	74%	72%	65%	*	64%	100%	-	-	-	-	33%	*	65%	67%	61%	70%
At Meets Grade Level or Above	2023	47%	46%	27%	-	24%	50%	-	*	-	*	6%	-	26%	30%	28%	35%
	2022	45%	43%	30%	*	29%	80%	-	-	-	-	22%	*	31%	28%	25%	10%
At Masters Grade Level	2023	17%	17%	4%	-	2%	13%	-	*	-	*	0%	-	4%	4%	4%	4%
	2022	24%	21%	13%	*	13%	40%	-	-	-	-	6%	*	14%	6%	10%	10%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	61%	59%	-	56%	88%	-	*	-	*	41%	-	60%	57%	54%	62%
	2022	61%	59%	52%	*	50%	80%	-	-	-	-	44%	*	51%	56%	43%	30%
At Meets Grade Level or Above	2023	33%	32%	28%	-	26%	50%	-	*	-	*	24%	-	28%	30%	26%	19%
	2022	31%	29%	25%	*	25%	60%	-	-	-	-	22%	*	27%	11%	18%	10%
At Masters Grade Level	2023	16%	15%	10%	-	8%	13%	-	*	-	*	6%	-	9%	13%	9%	15%
	2022	18%	16%	11%	*	12%	0%	-	-	-	-	6%	*	13%	0%	8%	10%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	71%	67%	*	66%	75%	*	-	-	-	38%	*	68%	57%	65%	33%
	2022	65%	65%	55%	-	56%	29%	*	-	-	*	7%	*	54%	63%	51%	50%
At Meets Grade Level or Above	2023	52%	50%	41%	*	40%	63%	*	-	-	-	14%	*	42%	38%	37%	11%
	2022	47%	47%	31%	-	31%	29%	*	-	-	*	7%	*	29%	47%	25%	20%
At Masters Grade Level	2023	13%	11%	6%	*	6%	13%	*	-	-	-	14%	*	7%	0%	5%	0%
	2022	11%	10%	2%	-	1%	0%	*	-	-	*	7%	*	2%	3%	1%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	74%	58%	-	57%	63%	-	*	-	*	0%	-	60%	46%	53%	29%
	2022	72%	72%	61%	-	62%	*	-	*	-	*	21%	*	62%	55%	54%	30%
At Meets Grade Level or Above	2023	54%	53%	39%	-	40%	38%	-	*	-	*	0%	-	39%	38%	34%	18%
	2022	55%	55%	39%	-	40%	*	-	*	-	*	14%	*	39%	36%	34%	10%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	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%	8%	1%	-	1%	0%	-	*	-	*	0%	-	1%	0%	1%	0%
	2022	9%	8%	2%	-	2%	*	-	*	-	*	7%	*	3%	0%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	77%	71%	*	71%	86%	*	*	-	*	50%	*	72%	70%	70%	63%
	2022	76%	75%	78%	-	78%	78%	*	-	-	*	54%	*	78%	78%	76%	81%
At Meets Grade Level or Above	2023	43%	39%	27%	*	26%	43%	*	*	-	*	15%	*	29%	20%	27%	42%
	2022	43%	39%	39%	-	40%	44%	*	-	-	*	8%	*	40%	38%	37%	33%
At Masters Grade Level	2023	23%	19%	13%	*	12%	0%	*	*	-	*	15%	*	13%	13%	13%	16%
	2022	27%	23%	16%	-	16%	33%	*	-	-	*	0%	*	18%	10%	14%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	84%	*	83%	100%	*	-	-	-	68%	*	83%	85%	82%	76%
	2022	83%	84%	73%	-	73%	75%	*	-	-	*	40%	*	73%	74%	70%	58%
At Meets Grade Level or Above	2023	56%	56%	32%	*	30%	80%	*	-	-	-	5%	*	31%	35%	28%	6%
	2022	55%	55%	22%	-	22%	0%	*	-	-	*	10%	*	22%	21%	19%	12%
At Masters Grade Level	2023	21%	21%	5%	*	5%	40%	*	-	-	-	0%	*	6%	3%	1%	0%
	2022	21%	22%	2%	-	2%	0%	*	-	-	*	5%	*	2%	0%	1%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	94%	-	94%	*	-	*	-	*	64%	-	94%	95%	91%	100%
	2022	89%	89%	88%	*	87%	100%	-	-	-	-	53%	*	88%	86%	88%	58%
At Meets Grade Level or Above	2023	70%	70%	61%	-	60%	*	-	*	-	*	27%	-	59%	68%	50%	29%
	2022	68%	68%	60%	*	60%	67%	-	-	-	-	27%	*	61%	52%	60%	25%
At Masters Grade Level	2023	38%	39%	28%	-	26%	*	-	*	-	*	9%	-	27%	37%	19%	29%
	2022	42%	42%	28%	*	28%	33%	-	-	-	-	13%	*	28%	29%	29%	17%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	81%	83%	*	82%	86%	-	*	-	-	-	-	85%	*	87%	*
	2022	92%	87%	78%	-	79%	*	-	-	-	-	-	-	79%	*	75%	-
At Meets Grade Level or Above	2023	61%	50%	27%	*	23%	43%	-	*	-	-	-	-	28%	*	26%	*
	2022	64%	55%	42%	-	42%	*	-	-	-	-	-	-	44%	*	43%	-

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	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	12%	6%	0%	*	0%	0%	-	*	-	-	-	-	0%	*	0%	*
	2022	13%	7%	2%	-	2%	*	-	-	-	-	-	-	2%	*	4%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	75%	70%	77%	70%	82%	*	94%	-	92%	54%	74%	71%	68%	67%	60%
	2022	74%	72%	66%	88%	65%	71%	*	*	-	92%	42%	62%	66%	66%	61%	56%
At Meets Grade Level or Above	2023	49%	47%	37%	46%	36%	57%	*	78%	-	50%	27%	41%	37%	36%	33%	25%
	2022	48%	45%	36%	53%	35%	45%	*	*	-	69%	25%	43%	35%	38%	32%	22%
At Masters Grade Level	2023	20%	18%	10%	0%	10%	16%	*	50%	-	33%	6%	15%	10%	10%	9%	8%
	2022	23%	21%	13%	18%	13%	23%	*	*	-	23%	7%	19%	13%	12%	11%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	76%	68%	100%	68%	83%	*	100%	-	100%	45%	75%	69%	64%	65%	47%
	2022	75%	74%	65%	80%	65%	64%	*	*	-	100%	37%	67%	65%	65%	60%	56%
At Meets Grade Level or Above	2023	53%	51%	41%	60%	39%	65%	*	50%	-	60%	26%	58%	41%	38%	36%	21%
	2022	53%	51%	41%	80%	40%	49%	*	*	-	67%	25%	44%	40%	47%	36%	22%
At Masters Grade Level	2023	20%	18%	10%	0%	10%	17%	*	17%	-	20%	7%	25%	10%	9%	9%	6%
	2022	25%	24%	15%	40%	14%	28%	*	*	-	33%	7%	22%	15%	17%	13%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	72%	72%	50%	72%	77%	*	83%	-	*	63%	82%	72%	70%	69%	68%
	2022	72%	69%	64%	80%	63%	72%	*	*	-	*	43%	63%	64%	63%	59%	56%
At Meets Grade Level or Above	2023	45%	41%	34%	33%	34%	49%	*	83%	-	*	37%	27%	35%	32%	31%	32%
	2022	42%	38%	31%	40%	31%	44%	*	*	-	*	24%	38%	31%	32%	27%	26%
At Masters Grade Level	2023	19%	16%	11%	0%	10%	8%	*	50%	-	*	8%	9%	11%	10%	10%	9%
	2022	20%	17%	11%	0%	11%	22%	*	*	-	*	6%	0%	12%	9%	9%	6%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	76%	69%	*	68%	88%	*	*	-	*	56%	*	69%	69%	66%	64%
	2022	76%	74%	68%	*	68%	74%	*	-	-	*	44%	*	68%	74%	65%	59%
At Meets Grade Level or Above	2023	47%	46%	29%	*	28%	59%	*	*	-	*	10%	*	28%	36%	27%	24%
	2022	47%	45%	28%	*	28%	26%	*	-	-	*	27%	*	28%	30%	25%	18%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	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	18%	18%	7%	*	6%	29%	*	*	-	*	2%	*	7%	8%	4%	2%
	2022	21%	20%	9%	*	9%	16%	*	-	-	*	8%	*	9%	7%	7%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	78%	76%	-	74%	90%	-	*	-	*	50%	-	76%	74%	70%	70%
	2022	75%	75%	70%	*	69%	91%	-	-	-	-	48%	*	69%	72%	67%	45%
At Meets Grade Level or Above	2023	52%	51%	44%	-	42%	50%	-	*	-	*	25%	-	43%	48%	36%	21%
	2022	50%	50%	43%	*	42%	64%	-	-	-	-	24%	*	44%	33%	40%	18%
At Masters Grade Level	2023	27%	27%	18%	-	17%	20%	-	*	-	*	7%	-	17%	24%	13%	18%
	2022	30%	30%	20%	*	20%	18%	-	-	-	-	9%	*	21%	15%	19%	14%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	33%	29%	-	28%	*	-	-	-	*	53%	*	31%	14%	26%	*
	2022	36%	32%	23%	*	23%	*	-	-	-	-	0%	*	24%	12%	19%	17%
Reading and Mathematics Including EOC	2023	37%	33%	29%	-	28%	*	-	-	-	*	53%	*	31%	14%	26%	*
	2022	36%	32%	23%	*	23%	*	-	-	-	-	0%	*	24%	12%	19%	17%
Reading Including EOC	2023	50%	47%	43%	-	42%	*	-	-	-	*	53%	*	44%	36%	40%	*
	2022	51%	49%	45%	*	46%	*	-	-	-	-	13%	*	46%	41%	41%	33%
Math Including EOC	2023	45%	41%	36%	-	36%	*	-	-	-	*	63%	*	38%	27%	33%	*
	2022	43%	39%	30%	*	30%	*	-	-	-	-	20%	*	31%	24%	25%	50%
4th Graders																	
Reading and Mathematics	2023	38%	35%	25%	*	25%	*	-	*	-	-	23%	*	25%	25%	19%	14%
	2022	36%	33%	20%	-	20%	*	-	-	-	-	11%	*	18%	30%	17%	0%
Reading and Mathematics Including EOC	2023	38%	35%	25%	*	25%	*	-	*	-	-	23%	*	25%	25%	19%	14%
	2022	36%	33%	20%	-	20%	*	-	-	-	-	11%	*	18%	30%	17%	0%
Reading Including EOC	2023	48%	46%	37%	*	37%	*	-	*	-	-	23%	*	38%	34%	31%	14%
	2022	54%	52%	40%	-	40%	*	-	-	-	-	33%	*	35%	65%	36%	17%
Math Including EOC	2023	48%	43%	34%	*	35%	*	-	*	-	-	31%	*	34%	38%	30%	14%
	2022	43%	39%	26%	-	26%	*	-	-	-	-	11%	*	25%	30%	22%	17%
5th Graders																	
Reading and Mathematics	2023	43%	41%	37%	-	36%	*	-	-	-	-	27%	*	37%	34%	35%	*
	2022	41%	38%	32%	*	31%	43%	-	-	-	-	43%	-	30%	44%	32%	43%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	41%	37%	-	36%	*	-	-	-	-	27%	*	37%	34%	35%	*
	2022	41%	38%	32%	*	31%	43%	-	-	-	-	43%	-	30%	44%	32%	43%
Reading Including EOC	2023	57%	55%	46%	-	46%	*	-	-	-	-	23%	*	46%	48%	46%	*
	2022	58%	55%	49%	*	49%	43%	-	-	-	-	50%	-	48%	56%	49%	43%
Math Including EOC	2023	51%	49%	48%	-	48%	*	-	-	-	-	45%	*	49%	47%	45%	*
	2022	48%	45%	40%	*	39%	71%	-	-	-	-	64%	-	39%	50%	38%	57%
6th Graders																	
Reading and Mathematics	2023	35%	32%	23%	*	22%	43%	-	*	-	*	38%	*	24%	17%	20%	38%
	2022	31%	28%	27%	*	26%	*	-	*	-	*	21%	*	26%	29%	20%	17%
Reading and Mathematics Including EOC	2023	35%	32%	23%	*	22%	43%	-	*	-	*	38%	*	24%	17%	20%	38%
	2022	31%	28%	27%	*	26%	*	-	*	-	*	21%	*	26%	29%	20%	17%
Reading Including EOC	2023	52%	50%	44%	*	43%	71%	-	*	-	*	44%	*	43%	48%	38%	38%
	2022	43%	42%	39%	*	38%	*	-	*	-	*	26%	*	39%	38%	31%	33%
Math Including EOC	2023	40%	36%	26%	*	25%	43%	-	*	-	*	44%	*	26%	25%	24%	38%
	2022	40%	35%	28%	*	27%	*	-	*	-	*	21%	*	28%	29%	20%	17%
7th Graders																	
Reading and Mathematics	2023	37%	34%	30%	*	27%	50%	-	*	-	-	25%	-	31%	21%	20%	20%
	2022	32%	28%	14%	-	13%	14%	-	-	-	*	11%	-	13%	18%	12%	4%
Reading and Mathematics Including EOC	2023	38%	35%	30%	*	27%	50%	-	*	-	-	25%	-	31%	21%	20%	20%
	2022	33%	29%	14%	-	13%	14%	-	-	-	*	11%	-	13%	18%	12%	4%
Reading Including EOC	2023	55%	51%	34%	*	31%	67%	-	*	-	-	25%	-	35%	32%	24%	20%
	2022	56%	54%	36%	-	34%	71%	-	-	-	*	28%	-	35%	47%	32%	20%
Math Including EOC	2023	43%	40%	41%	*	38%	67%	-	*	-	-	31%	-	42%	32%	31%	20%
	2022	37%	32%	18%	-	18%	14%	-	-	-	*	11%	-	18%	18%	15%	12%
8th Graders																	
Reading and Mathematics	2023	31%	27%	11%	-	9%	*	-	-	-	-	6%	-	11%	11%	9%	0%
	2022	27%	23%	18%	*	17%	*	-	-	-	-	28%	*	18%	13%	13%	0%
Reading and Mathematics Including EOC	2023	44%	39%	32%	-	28%	63%	-	*	-	*	6%	-	32%	30%	30%	19%
	2022	41%	37%	34%	*	33%	60%	-	-	-	-	28%	*	35%	28%	27%	10%
Reading Including EOC	2023	58%	55%	39%	-	33%	100%	-	*	-	*	12%	-	41%	30%	33%	23%
	2022	58%	56%	49%	*	48%	60%	-	-	-	-	28%	*	50%	44%	44%	10%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	46%	53%	-	51%	63%	-	*	-	*	29%	-	53%	52%	51%	46%
	2022	48%	43%	44%	*	42%	80%	-	-	-	-	28%	*	44%	39%	36%	30%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	34%	26%	*	26%	48%	-	*	-	*	29%	30%	27%	22%	22%	16%
	2022	34%	31%	22%	40%	22%	28%	-	*	-	*	19%	43%	22%	25%	19%	10%
Reading and Mathematics Including EOC	2023	39%	36%	29%	*	28%	50%	-	60%	-	*	29%	30%	30%	24%	25%	23%
	2022	36%	33%	25%	40%	24%	34%	-	*	-	*	19%	43%	25%	27%	21%	12%
Reading Including EOC	2023	53%	51%	41%	*	39%	73%	-	60%	-	*	31%	60%	41%	39%	36%	25%
	2022	53%	51%	44%	80%	43%	55%	-	*	-	*	29%	57%	43%	49%	39%	23%
Math Including EOC	2023	47%	43%	39%	*	39%	53%	-	80%	-	*	41%	30%	40%	37%	36%	38%
	2022	43%	39%	31%	40%	31%	48%	-	*	-	*	26%	43%	31%	31%	26%	25%

* 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)
CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	54%	45%	*	44%	*	-	-	-	-	29%	*	46%	42%	43%	25%
Grade 4 Mathematics	2023	63%	60%	57%	*	57%	*	-	-	-	-	58%	*	56%	58%	57%	17%
Grade 5 ELA/Reading	2023	65%	65%	65%	-	65%	*	-	-	-	-	44%	*	62%	79%	65%	*
Grade 5 Mathematics	2023	71%	72%	75%	-	75%	*	-	-	-	-	63%	*	74%	82%	75%	*
Grade 6 ELA/Reading	2023	51%	48%	48%	*	47%	83%	-	-	-	*	53%	*	49%	47%	45%	13%
Grade 6 Mathematics	2023	54%	52%	40%	*	41%	33%	-	-	-	*	63%	*	43%	24%	44%	44%
Grade 7 ELA/Reading	2023	71%	68%	55%	*	56%	58%	-	*	-	-	53%	-	56%	50%	54%	70%
Grade 7 Mathematics	2023	56%	57%	76%	*	75%	75%	-	*	-	-	72%	-	76%	75%	73%	70%
Grade 8 ELA/Reading	2023	63%	60%	59%	-	57%	75%	-	*	-	*	29%	-	61%	47%	55%	42%
Grade 8 Mathematics	2023	74%	71%	91%	-	91%	*	-	-	-	-	85%	-	91%	92%	90%	100%
End of Course English I	2023	57%	54%	53%	*	52%	*	-	-	-	-	34%	*	53%	53%	55%	75%
End of Course English II	2023	74%	74%	69%	-	70%	71%	-	-	-	*	42%	-	69%	70%	66%	58%
End of Course Algebra I	2023	76%	76%	56%	*	55%	67%	-	*	-	*	63%	*	58%	47%	58%	63%
All Grades Both Subjects	2023	64%	62%	60%	50%	59%	68%	-	83%	-	71%	54%	50%	60%	59%	59%	55%
All Grades ELA/Reading	2023	63%	61%	56%	40%	56%	71%	-	*	-	*	41%	56%	56%	56%	55%	46%
All Grades Mathematics	2023	66%	65%	64%	60%	64%	63%	-	*	-	*	68%	44%	64%	62%	64%	68%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	33%	26%	*	22%	*	-	-	-	-	20%	-	24%	40%	24%	*
Grade 4 Mathematics	2023	27%	24%	17%	*	18%	*	-	-	-	-	22%	-	18%	13%	20%	*
Grade 5 ELA/Reading	2023	37%	37%	34%	-	35%	*	-	-	-	-	0%	*	34%	33%	36%	-
Grade 5 Mathematics	2023	48%	50%	54%	-	55%	*	-	-	-	-	67%	*	51%	70%	53%	-
Grade 6 ELA/Reading	2023	26%	25%	30%	-	29%	*	-	-	-	-	*	*	32%	*	25%	*
Grade 6 Mathematics	2023	35%	36%	27%	-	26%	*	-	-	-	*	20%	*	31%	0%	27%	*
Grade 7 ELA/Reading	2023	39%	37%	35%	-	36%	*	-	-	-	-	30%	-	41%	11%	36%	*
Grade 7 Mathematics	2023	22%	23%	40%	-	41%	*	-	-	-	-	33%	-	34%	64%	40%	*
Grade 8 ELA/Reading	2023	39%	36%	38%	-	37%	*	-	-	-	-	10%	-	37%	*	35%	20%
Grade 8 Mathematics	2023	49%	46%	84%	-	83%	*	-	-	-	-	71%	-	83%	89%	82%	87%
End of Course English I	2023	26%	26%	31%	-	31%	-	-	-	-	-	13%	*	32%	*	30%	*
End of Course English II	2023	41%	42%	30%	-	30%	*	-	-	-	-	0%	-	36%	0%	29%	0%
End of Course Algebra I	2023	58%	58%	30%	-	30%	-	-	-	-	-	33%	-	32%	*	32%	*
All Grades Both Subjects	2023	38%	37%	39%	*	38%	47%	-	-	-	*	28%	0%	39%	37%	38%	37%
All Grades ELA/Reading	2023	35%	34%	32%	*	32%	40%	-	-	-	-	13%	*	34%	23%	31%	23%
All Grades Mathematics	2023	40%	40%	45%	*	45%	56%	-	-	-	*	44%	*	44%	50%	45%	50%

* 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 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	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%	75%	70%	62%	62%	-	-	-	-	55%	58%	46%	-	66%	71%	58%	93%
	2022	74%	72%	66%	49%	49%	-	-	-	-	55%	-	55%	-	69%	65%	55%	93%
At Meets Grade Level or Above	2023	49%	47%	37%	38%	38%	-	-	-	-	17%	21%	10%	-	26%	37%	23%	75%
	2022	48%	45%	36%	29%	29%	-	-	-	-	16%	-	16%	-	12%	36%	22%	63%
At Masters Grade Level	2023	20%	18%	10%	14%	14%	-	-	-	-	3%	3%	2%	-	8%	10%	6%	30%
	2022	23%	21%	13%	10%	10%	-	-	-	-	2%	-	2%	-	0%	13%	7%	30%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	76%	68%	67%	67%	-	-	-	-	37%	52%	21%	-	53%	70%	46%	95%
	2022	75%	74%	65%	54%	54%	-	-	-	-	43%	-	43%	-	71%	65%	54%	100%
At Meets Grade Level or Above	2023	53%	51%	41%	33%	33%	-	-	-	-	14%	15%	13%	-	27%	41%	20%	91%
	2022	53%	51%	41%	27%	27%	-	-	-	-	14%	-	14%	-	12%	41%	21%	66%
At Masters Grade Level	2023	20%	18%	10%	11%	11%	-	-	-	-	2%	4%	0%	-	7%	10%	5%	27%
	2022	25%	24%	15%	10%	10%	-	-	-	-	0%	-	0%	-	0%	15%	6%	27%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	72%	72%	56%	56%	-	-	-	-	71%	73%	60%	-	77%	72%	68%	83%
	2022	72%	69%	64%	44%	44%	-	-	-	-	75%	-	75%	-	64%	64%	56%	88%
At Meets Grade Level or Above	2023	45%	41%	34%	39%	39%	-	-	-	-	26%	31%	0%	-	31%	34%	31%	44%
	2022	42%	38%	31%	27%	27%	-	-	-	-	25%	-	25%	-	21%	31%	26%	56%
At Masters Grade Level	2023	19%	16%	11%	17%	17%	-	-	-	-	3%	4%	0%	-	8%	11%	8%	6%
	2022	20%	17%	11%	7%	7%	-	-	-	-	5%	-	5%	-	0%	11%	6%	32%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	76%	69%	*	*	-	-	-	-	63%	55%	88%	-	58%	69%	63%	94%
	2022	76%	74%	68%	50%	50%	-	-	-	-	62%	-	62%	-	83%	68%	62%	88%
At Meets Grade Level or Above	2023	47%	46%	29%	*	*	-	-	-	-	20%	27%	0%	-	17%	28%	21%	75%
	2022	47%	45%	28%	50%	50%	-	-	-	-	12%	-	12%	-	0%	27%	19%	56%
At Masters Grade Level	2023	18%	18%	7%	*	*	-	-	-	-	0%	0%	0%	-	0%	6%	0%	38%
	2022	21%	20%	9%	25%	25%	-	-	-	-	0%	-	0%	-	0%	8%	7%	20%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	78%	76%	-	-	-	-	-	-	60%	50%	*	-	80%	75%	67%	100%
	2022	75%	75%	70%	-	-	-	-	-	-	38%	-	38%	-	60%	70%	45%	92%
At Meets Grade Level or Above	2023	52%	51%	44%	-	-	-	-	-	-	10%	6%	*	-	30%	44%	17%	88%
	2022	50%	50%	43%	-	-	-	-	-	-	15%	-	15%	-	0%	43%	15%	71%
At Masters Grade Level	2023	27%	27%	18%	-	-	-	-	-	-	10%	6%	*	-	20%	16%	13%	53%
	2022	30%	30%	20%	-	-	-	-	-	-	8%	-	8%	-	0%	19%	10%	42%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	62%	60%	27%	27%	-	-	-	-	66%	68%	57%	-	57%	60%	55%	74%
All Grades ELA/Reading	2023	63%	61%	56%	19%	19%	-	-	-	-	55%	54%	58%	-	41%	57%	45%	75%

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	School Year	State	Region 20	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%	65%	64%	35%	35%	-	-	-	-	81%	83%	*	-	73%	63%	68%	71%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	37%	39%	0%	0%	-	-	-	-	45%	55%	0%	-	50%	39%	37%	*
All Grades ELA/Reading	2023	35%	34%	32%	*	*	-	-	-	-	29%	40%	0%	-	*	33%	23%	-
All Grades Mathematics	2023	40%	40%	45%	0%	0%	-	-	-	-	65%	69%	*	-	60%	44%	50%	*

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

- Indicates there are no students in the group.

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

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	State	Region 20	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	100%	-	100%	97%	100%	99%	98%	99%	100%
Included in Accountability	93%	93%	94%	100%	94%	94%	*	82%	-	86%	91%	90%	97%	80%	95%	85%
Not Included in Accountability: Mobile	4%	5%	4%	0%	4%	5%	*	0%	-	14%	4%	7%	1%	17%	3%	5%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	1%	1%	*	18%	-	0%	2%	3%	1%	2%	1%	10%
Not Tested	1%	1%	1%	0%	1%	0%	*	0%	-	0%	3%	0%	1%	2%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	*	0%	-	0%	3%	0%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	100%	-	100%	98%	100%	99%	100%	99%	100%
Included in Accountability	92%	92%	93%	100%	94%	94%	*	75%	-	83%	91%	86%	98%	78%	95%	78%
Not Included in Accountability: Mobile	4%	5%	5%	0%	4%	4%	*	0%	-	17%	4%	7%	1%	19%	3%	6%
Not Included in Accountability: Other Exclusions	3%	2%	1%	0%	1%	2%	*	25%	-	0%	3%	7%	1%	3%	1%	15%
Not Tested	1%	1%	1%	0%	1%	0%	*	0%	-	0%	2%	0%	1%	0%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	-	0%	2%	0%	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	100%	-	100%	97%	100%	99%	97%	98%	100%
Included in Accountability	94%	93%	94%	100%	94%	95%	*	86%	-	80%	90%	92%	97%	81%	94%	83%
Not Included in Accountability: Mobile	5%	5%	4%	0%	4%	5%	*	0%	-	20%	4%	8%	1%	15%	3%	8%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	14%	-	0%	2%	0%	1%	1%	1%	9%
Not Tested	1%	1%	1%	0%	1%	0%	*	0%	-	0%	3%	0%	1%	3%	2%	0%
Absent	1%	1%	1%	0%	1%	0%	*	0%	-	0%	3%	0%	1%	3%	2%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	99%	*	99%	100%	*	*	-	*	96%	*	99%	97%	98%	100%
Included in Accountability	93%	93%	94%	*	94%	94%	*	*	-	*	89%	*	97%	80%	95%	90%
Not Included in Accountability: Mobile	4%	5%	4%	*	4%	6%	*	*	-	*	6%	*	1%	16%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	1%	0%	*	*	-	*	2%	*	1%	1%	1%	8%
Not Tested	1%	2%	1%	*	1%	0%	*	*	-	*	4%	*	1%	3%	2%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	1%	*	1%	0%	*	*	-	*	4%	*	1%	3%	2%	0%
Other	0%	0%	0%	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	100%	-	100%	100%	-	*	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	96%	-	98%	91%	-	*	-	*	100%	-	98%	86%	98%	100%
Not Included in Accountability: Mobile	4%	4%	4%	-	2%	9%	-	*	-	*	0%	-	2%	14%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
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%
Accelerated Testers																
SAT/ACT Participant	93%	93%	98%	*	98%	100%	-	*	-	-	-	-	98%	*	96%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	98%	100%	98%	99%	*	*	-	100%	99%	96%	99%	95%	98%	100%
Included in Accountability	93%	92%	94%	81%	95%	98%	*	*	-	87%	95%	75%	97%	78%	95%	89%
Not Included in Accountability: Mobile	5%	5%	4%	19%	3%	0%	*	*	-	13%	2%	21%	1%	17%	3%	7%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	1%	*	*	-	0%	2%	0%	0%	0%	0%	4%
Not Tested	1%	2%	2%	0%	2%	1%	*	*	-	0%	1%	4%	1%	5%	2%	0%
Absent	1%	1%	2%	0%	2%	1%	*	*	-	0%	1%	4%	1%	5%	2%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	100%	99%	100%	*	*	-	100%	100%	100%	99%	96%	98%	100%
Included in Accountability	92%	92%	94%	83%	95%	98%	*	*	-	86%	95%	75%	97%	77%	95%	86%
Not Included in Accountability: Mobile	5%	5%	4%	17%	3%	0%	*	*	-	14%	2%	25%	1%	18%	3%	6%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	1%	3%	*	*	-	0%	3%	0%	1%	0%	1%	8%
Not Tested	1%	2%	1%	0%	1%	0%	*	*	-	0%	0%	0%	1%	4%	2%	0%
Absent	1%	1%	1%	0%	1%	0%	*	*	-	0%	0%	0%	1%	4%	2%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	98%	100%	98%	100%	*	*	-	*	99%	100%	98%	96%	98%	100%
Included in Accountability	93%	93%	94%	83%	95%	100%	*	*	-	*	95%	80%	98%	79%	95%	92%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	3%	17%	3%	0%	*	*	-	*	3%	20%	1%	17%	2%	7%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	*	-	*	1%	0%	0%	0%	0%	1%
Not Tested	1%	1%	2%	0%	2%	0%	*	*	-	*	1%	0%	2%	4%	2%	0%
Absent	1%	1%	1%	0%	2%	0%	*	*	-	*	1%	0%	1%	4%	2%	0%
Other	0%	0%	1%	0%	1%	0%	*	*	-	*	0%	0%	1%	1%	1%	0%
Science																
Assessment Participant	98%	98%	97%	*	97%	100%	*	-	-	*	96%	*	99%	91%	97%	100%
Included in Accountability	93%	93%	94%	*	94%	100%	*	-	-	*	93%	*	97%	76%	94%	90%
Not Included in Accountability: Mobile	4%	5%	3%	*	3%	0%	*	-	-	*	2%	*	1%	14%	3%	10%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	*	-	-	*	2%	*	0%	0%	0%	0%
Not Tested	2%	2%	3%	*	3%	0%	*	-	-	*	4%	*	1%	9%	3%	0%
Absent	1%	2%	3%	*	3%	0%	*	-	-	*	4%	*	1%	9%	3%	0%
Other	0%	0%	0%	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	99%	100%	99%	92%	-	-	-	-	100%	*	99%	98%	98%	96%
Included in Accountability	94%	93%	95%	80%	96%	92%	-	-	-	-	97%	*	97%	80%	96%	88%
Not Included in Accountability: Mobile	4%	4%	4%	20%	4%	0%	-	-	-	-	3%	*	2%	18%	3%	8%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	2%	2%	1%	0%	1%	8%	-	-	-	-	0%	*	1%	2%	2%	4%
Absent	1%	2%	1%	0%	1%	8%	-	-	-	-	0%	*	1%	2%	2%	4%
Other	0%	0%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	89%	92%	-	91%	*	-	-	-	-	-	-	93%	*	90%	-

* 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 Attendance, Graduation, and Dropout Rates (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	State	Region 20	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%	90.9%	89.0%	82.0%	88.9%	91.1%	-	*	-	92.4%	86.5%	88.2%	89.5%
2020-21	95.0%	94.6%	91.1%	85.3%	91.0%	92.6%	-	100.0%	-	95.5%	88.6%	90.3%	92.7%
Chronic Absenteeism													
2021-22	25.7%	30.9%	38.5%	44.4%	38.9%	31.0%	-	0.0%	-	36.4%	46.6%	41.9%	36.4%
2020-21	15.0%	15.9%	27.7%	44.4%	27.9%	25.6%	-	0.0%	-	10.0%	35.1%	30.2%	26.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.7%	1.0%	*	1.0%	0.0%	-	*	-	*	2.5%	0.9%	2.9%
2020-21	0.9%	1.0%	2.0%	*	2.1%	0.0%	-	-	-	*	8.3%	2.3%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	2.8%	3.5%	*	3.6%	0.0%	-	*	-	*	10.2%	4.9%	0.0%
2020-21	2.4%	3.1%	5.4%	*	5.5%	4.9%	-	*	-	*	5.9%	5.9%	4.8%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	87.8%	91.4%	-	91.4%	90.0%	-	-	-	-	81.8%	89.3%	83.3%
Received TxCHSE	0.3%	0.3%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.5%	3.5%	1.2%	-	1.3%	0.0%	-	-	-	-	0.0%	0.8%	16.7%
Dropped Out	6.4%	8.4%	7.4%	-	7.2%	10.0%	-	-	-	-	18.2%	9.8%	0.0%
Graduates and TxCHSE	90.0%	88.1%	91.4%	-	91.4%	90.0%	-	-	-	-	81.8%	89.3%	83.3%
Graduates, TxCHSE, and Continuers	93.6%	91.6%	92.6%	-	92.8%	90.0%	-	-	-	-	81.8%	90.2%	100.0%
Class of 2021													
Graduated	90.0%	87.8%	94.6%	-	94.9%	90.9%	-	-	-	-	92.3%	93.4%	*
Received TxCHSE	0.3%	0.3%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Continued HS	3.9%	4.0%	1.4%	-	1.5%	0.0%	-	-	-	-	7.7%	1.9%	*
Dropped Out	5.8%	7.9%	4.1%	-	3.6%	9.1%	-	-	-	-	0.0%	4.7%	*
Graduates and TxCHSE	90.3%	88.1%	94.6%	-	94.9%	90.9%	-	-	-	-	92.3%	93.4%	*
Graduates, TxCHSE, and Continuers	94.2%	92.1%	95.9%	-	96.4%	90.9%	-	-	-	-	100.0%	95.3%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	90.2%	95.3%	-	95.6%	90.9%	-	-	-	-	92.3%	94.3%	*
Received TxCHSE	0.4%	0.4%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Continued HS	1.0%	0.9%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.3%	8.4%	4.7%	-	4.4%	9.1%	-	-	-	-	7.7%	5.7%	*
Graduates and TxCHSE	92.7%	90.6%	95.3%	-	95.6%	90.9%	-	-	-	-	92.3%	94.3%	*

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	State	Region 20	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%	91.6%	95.3%	-	95.6%	90.9%	-	-	-	-	92.3%	94.3%	*
Class of 2020													
Graduated	92.2%	90.5%	93.8%	-	93.4%	100.0%	-	*	-	-	90.0%	91.6%	100.0%
Received TxCHSE	0.5%	0.5%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	1.1%	1.2%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	7.9%	6.2%	-	6.6%	0.0%	-	*	-	-	10.0%	8.4%	0.0%
Graduates and TxCHSE	92.7%	90.9%	93.8%	-	93.4%	100.0%	-	*	-	-	90.0%	91.6%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	92.1%	93.8%	-	93.4%	100.0%	-	*	-	-	90.0%	91.6%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	91.0%	93.8%	-	93.4%	100.0%	-	*	-	-	90.0%	91.6%	100.0%
Received TxCHSE	0.5%	0.6%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	0.5%	0.5%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	7.9%	6.2%	-	6.6%	0.0%	-	*	-	-	10.0%	8.4%	0.0%
Graduates and TxCHSE	93.2%	91.6%	93.8%	-	93.4%	100.0%	-	*	-	-	90.0%	91.6%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	92.1%	93.8%	-	93.4%	100.0%	-	*	-	-	90.0%	91.6%	100.0%
Class of 2019													
Graduated	92.6%	90.7%	93.3%	*	92.8%	100.0%	-	-	-	-	83.3%	90.6%	100.0%
Received TxCHSE	0.6%	0.6%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	0.6%	0.6%	0.6%	*	0.7%	0.0%	-	-	-	-	8.3%	0.9%	0.0%
Dropped Out	6.2%	8.1%	6.1%	*	6.5%	0.0%	-	-	-	-	8.3%	8.5%	0.0%
Graduates and TxCHSE	93.2%	91.3%	93.3%	*	92.8%	100.0%	-	-	-	-	83.3%	90.6%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	91.9%	93.9%	*	93.5%	100.0%	-	-	-	-	91.7%	91.5%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.8%	88.2%	-	88.1%	90.0%	-	-	-	-	69.2%	85.9%	71.4%
Class of 2021	90.0%	87.8%	94.7%	-	95.0%	90.9%	-	-	-	-	92.3%	93.6%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	63.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	65.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.7%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Class of 2021	3.8%	2.5%	1.4%	-	1.5%	0.0%	-	-	-	-	16.7%	1.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	State	Region 20	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%	83.6%	95.9%	-	96.4%	88.9%	-	-	-	-	100.0%	96.3%	80.0%
Class of 2021	81.9%	80.8%	87.9%	-	86.9%	100.0%	-	-	-	-	33.3%	84.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	86.3%	95.9%	-	96.4%	88.9%	-	-	-	-	100.0%	96.3%	80.0%
Class of 2021	85.7%	83.3%	89.3%	-	88.5%	100.0%	-	-	-	-	50.0%	85.9%	*
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	35.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.7%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2020-21	3.8%	2.7%	1.5%	-	1.6%	0.0%	-	-	-	-	20.0%	1.0%	*
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	81.5%	93.6%	*	93.9%	87.5%	-	-	-	-	69.2%	92.3%	83.3%
2020-21	80.4%	79.3%	89.7%	-	89.6%	90.9%	-	-	-	-	40.0%	86.7%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	84.2%	93.6%	*	93.9%	87.5%	-	-	-	-	69.2%	92.3%	83.3%
2020-21	84.1%	81.9%	91.2%	-	91.2%	90.9%	-	-	-	-	60.0%	87.8%	*

Texas Education Agency
2022-23 Graduation Profile (TAPR)
CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	156	100.0%	368,686	100.0%
By Ethnicity:				
African American	1	0.6%	45,227	12.3%
Hispanic	147	94.2%	191,125	51.8%
White	8	5.1%	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)	10	6.4%	51,023	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	14,179	3.8%
Foundation H.S. Program (DLA)	146	93.6%	302,917	82.2%
Special Education Graduates	13	8.3%	32,447	8.8%
Economically Disadvantaged Graduates	117	75.0%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	6	3.8%	40,398	11.0%
At-Risk Graduates	73	46.8%	159,689	43.3%
CTE Completers	76	48.7%	107,502	29.2%

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

Academic Year	State	Region 20	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%	62.8%	60.9%	*	61.2%	50.0%	-	-	-	-	69.2%	55.6%	66.7%
2020-21	65.2%	58.9%	61.8%	-	62.4%	54.5%	-	-	-	-	70.0%	57.1%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	48.3%	51.3%	*	51.0%	50.0%	-	-	-	-	7.7%	44.4%	66.7%
2020-21	52.7%	47.8%	55.1%	-	55.2%	54.5%	-	-	-	-	0.0%	49.0%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	53.2%	46.8%	*	46.3%	62.5%	-	-	-	-	0.0%	41.0%	66.7%
2020-21	56.1%	50.9%	47.8%	-	48.0%	45.5%	-	-	-	-	0.0%	42.9%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	42.8%	46.2%	*	46.3%	50.0%	-	-	-	-	7.7%	43.6%	33.3%
2020-21	45.7%	39.8%	44.9%	-	44.0%	54.5%	-	-	-	-	0.0%	37.8%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	36.9%	34.6%	*	34.0%	50.0%	-	-	-	-	0.0%	29.9%	16.7%
2020-21	40.4%	35.0%	36.0%	-	36.0%	36.4%	-	-	-	-	0.0%	30.6%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	19.2%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2020-21	21.3%	20.2%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Associate Degree (Annual Graduates)													
2021-22	2.4%	1.8%	10.9%	*	10.9%	12.5%	-	-	-	-	0.0%	5.1%	0.0%
2020-21	2.6%	1.9%	14.7%	-	15.2%	9.1%	-	-	-	-	0.0%	9.2%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	24.0%	36.5%	*	36.7%	25.0%	-	-	-	-	7.7%	29.1%	50.0%
2020-21	25.9%	25.9%	45.6%	-	44.8%	54.5%	-	-	-	-	0.0%	38.8%	*
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	9.6%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2020-21	4.4%	9.7%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	26.9%	33.3%	*	33.3%	37.5%	-	-	-	-	69.2%	33.3%	50.0%
2020-21	24.2%	20.0%	8.1%	-	8.8%	0.0%	-	-	-	-	70.0%	9.2%	*
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	20.8%	24.4%	*	23.8%	37.5%	-	-	-	-	7.7%	23.1%	16.7%

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	13.8%	2.9%	-	3.2%	0.0%	-	-	-	-	0.0%	3.1%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.6%	7.1%	*	7.5%	0.0%	-	-	-	-	7.7%	6.0%	33.3%
2020-21	0.7%	0.6%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.3%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2020-21	2.4%	2.1%	2.2%	-	2.4%	0.0%	-	-	-	-	30.0%	2.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	5.3%	5.8%	*	6.1%	0.0%	-	-	-	-	69.2%	7.7%	0.0%
2020-21	4.4%	4.8%	4.4%	-	4.8%	0.0%	-	-	-	-	60.0%	5.1%	*

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	Academic Year	State	Region 20	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%	21.3%	29.5%	*	29.3%	37.5%	-	-	-	-	0.0%	22.2%	16.7%
	2020-21	25.9%	27.2%	36.0%	-	36.0%	36.4%	-	-	-	-	0.0%	30.6%	*
Mathematics	2021-22	18.7%	17.6%	17.3%	*	18.4%	0.0%	-	-	-	-	0.0%	15.4%	0.0%
	2020-21	19.4%	20.9%	28.7%	-	28.8%	27.3%	-	-	-	-	0.0%	22.4%	*
Both Subjects	2021-22	12.6%	12.1%	14.1%	*	15.0%	0.0%	-	-	-	-	0.0%	11.1%	0.0%
	2020-21	14.4%	16.6%	25.0%	-	24.8%	27.3%	-	-	-	-	0.0%	18.4%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	6.4%	19.2%	*	18.4%	37.5%	-	-	-	-	0.0%	19.7%	50.0%
	2020-21	8.6%	3.2%	8.8%	-	9.6%	0.0%	-	-	-	-	0.0%	10.2%	*
Mathematics	2021-22	14.0%	11.2%	30.1%	*	29.3%	50.0%	-	-	-	-	7.7%	29.9%	33.3%
	2020-21	10.3%	6.8%	17.6%	-	16.8%	27.3%	-	-	-	-	0.0%	17.3%	*
Both Subjects	2021-22	7.5%	3.8%	12.2%	*	11.6%	25.0%	-	-	-	-	0.0%	12.8%	16.7%
	2020-21	4.9%	1.7%	5.9%	-	6.4%	0.0%	-	-	-	-	0.0%	6.1%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	22.4%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
	2021	21.1%	20.8%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
English Language Arts	2022	13.2%	13.8%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
	2021	12.1%	12.8%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Mathematics	2022	6.9%	5.5%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
	2021	6.1%	4.9%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Science	2022	9.6%	7.9%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
	2021	8.7%	7.4%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Social Studies	2022	12.5%	12.9%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
	2021	11.6%	12.4%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	52.5%	-	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	44.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	54.1%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	39.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	45.7%	-	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	41.4%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	49.0%	-	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	42.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	Academic Year	State	Region 20	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%	38.3%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	36.4%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	77.3%	69.9%	*	70.1%	75.0%	-	-	-	-	38.5%	65.5%	80.0%
	2020-21	70.8%	67.4%	27.9%	-	27.2%	36.4%	-	-	-	-	0.0%	21.6%	*
At/Above Criterion for All Examinees	2021-22	32.1%	28.5%	12.8%	-	12.6%	16.7%	-	-	-	-	0.0%	9.2%	*
	2020-21	32.9%	31.8%	31.6%	-	35.3%	*	-	-	-	-	-	28.6%	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	978	874	-	869	973	-	-	-	-	664	854	*
	2020-21	1002	994	992	-	999	928	-	-	-	-	-	996	-
English Language Arts and Writing	2021-22	506	497	438	-	434	512	-	-	-	-	326	426	*
	2020-21	504	504	497	-	501	458	-	-	-	-	-	503	-
Mathematics	2021-22	496	481	436	-	435	462	-	-	-	-	338	427	*
	2020-21	498	490	495	-	498	470	-	-	-	-	-	492	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.4	19.0	-	19.0	*	-	-	-	-	-	19.5	-
	2020-21	20.0	19.0	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	19.2	18.3	-	17.8	*	-	-	-	-	-	18.1	-
	2020-21	19.6	18.6	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	19.1	19.0	-	19.4	*	-	-	-	-	-	20.2	-
	2020-21	19.9	18.9	-	-	-	-	-	-	-	-	-	-	-
Science	2021-22	19.8	19.7	19.9	-	20.4	*	-	-	-	-	-	21.2	-
	2020-21	20.3	19.4	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	Academic Year	State	Region 20	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%	42.6%	52.5%	*	50.7%	75.0%	-	*	-	*	39.5%	49.7%	48.5%
	2020-21	42.5%	41.6%	46.5%	*	45.8%	61.1%	-	*	-	*	24.0%	43.3%	27.3%
English Language Arts	2021-22	16.6%	15.0%	28.7%	*	27.1%	46.4%	-	*	-	*	13.5%	25.3%	39.4%
	2020-21	16.3%	14.9%	33.0%	*	32.9%	35.3%	-	*	-	*	10.6%	31.0%	18.2%
Mathematics	2021-22	19.9%	18.8%	11.6%	*	10.2%	29.6%	-	*	-	*	0.0%	9.4%	3.2%
	2020-21	19.3%	18.8%	13.7%	*	14.1%	9.7%	-	*	-	*	0.0%	11.9%	0.0%
Science	2021-22	21.1%	20.2%	25.6%	*	24.2%	46.4%	-	*	-	*	26.3%	23.0%	9.1%
	2020-21	20.6%	20.3%	12.3%	*	11.9%	21.9%	-	*	-	*	9.1%	10.9%	4.5%
Social Studies	2021-22	22.8%	22.4%	9.0%	*	8.0%	22.2%	-	*	-	*	0.0%	5.7%	0.0%
	2020-21	22.8%	22.7%	14.6%	*	13.7%	29.4%	-	*	-	*	0.0%	9.0%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	47.9%	50.7%	-	50.4%	54.5%	-	-	-	-	0.0%	45.4%	*
	2019-20	46.1%	48.4%	47.3%	-	46.7%	50.0%	-	*	-	-	33.3%	42.7%	33.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Student Information (TAPR)
CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,898	100.0%	5,504,150	100.0%	1,903	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	17,201	0.3%	5	0.3%	25,110	0.5%
Pre-Kindergarten	66	3.5%	243,493	4.4%	66	3.5%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	66	3.5%	203,294	3.7%	66	3.5%	203,749	3.7%
Kindergarten	116	6.1%	367,180	6.7%	116	6.1%	367,633	6.7%
Grade 1	130	6.8%	399,048	7.2%	130	6.8%	399,419	7.2%
Grade 2	132	7.0%	395,639	7.2%	132	6.9%	395,969	7.2%
Grade 3	149	7.9%	393,583	7.2%	149	7.8%	393,871	7.1%
Grade 4	155	8.2%	393,765	7.2%	155	8.1%	394,020	7.1%
Grade 5	147	7.7%	395,111	7.2%	147	7.7%	395,384	7.2%
Grade 6	150	7.9%	399,341	7.3%	150	7.9%	399,557	7.2%
Grade 7	121	6.4%	409,362	7.4%	121	6.4%	409,566	7.4%
Grade 8	144	7.6%	425,589	7.7%	144	7.6%	425,758	7.7%
Grade 9	184	9.7%	477,875	8.7%	184	9.7%	478,101	8.7%
Grade 10	148	7.8%	436,752	7.9%	148	7.8%	437,002	7.9%
Grade 11	119	6.3%	385,894	7.0%	119	6.3%	386,246	7.0%
Grade 12	137	7.2%	364,317	6.6%	137	7.2%	366,512	6.6%
Ethnic Distribution:								
African American	8	0.4%	705,310	12.8%	8	0.4%	706,775	12.8%
Hispanic	1,806	95.2%	2,915,219	53.0%	1,811	95.2%	2,921,416	52.9%
White	64	3.4%	1,410,571	25.6%	64	3.4%	1,416,240	25.7%
American Indian	1	0.1%	17,920	0.3%	1	0.1%	17,976	0.3%
Asian	15	0.8%	280,306	5.1%	15	0.8%	280,742	5.1%
Pacific Islander	0	0.0%	8,696	0.2%	0	0.0%	8,718	0.2%
Two or More Races	4	0.2%	166,128	3.0%	4	0.2%	166,565	3.0%
Sex:								
Female	934	49.2%	2,688,496	48.8%	935	49.1%	2,693,780	48.8%
Male	964	50.8%	2,815,654	51.2%	968	50.9%	2,824,652	51.2%
Economically Disadvantaged	1,463	77.1%	3,415,987	62.1%	1,464	76.9%	3,421,217	62.0%
Non-Educationally Disadvantaged	435	22.9%	2,088,163	37.9%	439	23.1%	2,097,215	38.0%
Section 504 Students	205	10.8%	407,619	7.4%	205	10.8%	407,904	7.4%
EB Students/EL	102	5.4%	1,269,408	23.1%	102	5.4%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	107	5.2%	87,162	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	114	6.0%	302,409	5.5%	114	6.0%	302,615	5.5%
Foster Care	11	0.6%	13,415	0.2%	11	0.6%	13,453	0.2%
Homeless	62	3.3%	72,534	1.3%	62	3.3%	72,654	1.3%
Immigrant	0	0.0%	122,390	2.2%	0	0.0%	122,504	2.2%
Migrant	38	2.0%	13,769	0.3%	38	2.0%	13,810	0.3%
Title I	1,898	100.0%	3,555,650	64.6%	1,903	100.0%	3,563,890	64.6%
Military Connected	3	0.2%	199,203	3.6%	3	0.2%	199,325	3.6%
At-Risk	1,224	64.5%	2,935,164	53.3%	1,224	64.3%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	85	4.5%	1,278,846	23.2%	85	4.5%	1,279,697	23.2%
Career and Technical Education	484	25.5%	1,459,380	26.5%	484	25.4%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	481	81.8%	1,203,083	72.3%	481	81.8%	1,203,363	72.2%
Gifted and Talented Education	131	6.9%	453,585	8.2%	131	6.9%	453,689	8.2%
Special Education	194	10.2%	693,061	12.6%	199	10.5%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	194		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	74	38.1%	305,800	44.1%				
Students with Physical Disabilities	46	23.7%	138,820	20.0%				
Students with Autism	**	**	107,586	15.5%				
Students with Behavioral Disabilities	39	20.1%	130,018	18.8%				
Students with Non-Categorical Early Childhood	*	*	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	232	12.5%	893,031	16.8%				
By Ethnicity:								
African American	1	0.1%	176,665	3.3%				
Hispanic	214	11.5%	462,284	8.7%				
White	11	0.6%	180,620	3.4%				
American Indian	0	0.0%	3,221	0.1%				
Asian	2	0.1%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	4	0.2%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	28	14.5%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	12	10.7%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	154	11.0%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	159	11.8%	751,495	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.9%	1.5%	0.0%	4.5%
Grade 1	0.0%	2.5%	0.0%	3.6%
Grade 2	0.8%	1.6%	0.0%	2.0%
Grade 3	1.5%	0.8%	5.3%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	5.9%	8.7%	22.2%	12.6%

	---- District ----		---- State ----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	7	0.7%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	14.4	18.7
Grade 1	16.2	19.1
Grade 2	16.4	19.1
Grade 3	16.2	19.3
Grade 4	18.9	19.4
Grade 5	16.1	20.8
Grade 6	18.1	19.2
Secondary:		
English/Language Arts	15.4	16.2
Foreign Languages	15.6	18.8
Mathematics	16.1	17.5
Science	17.2	18.5
Social Studies	16.8	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	351.7	100.0%	763,729.4	100.0%
Professional Staff:	180.4	51.3%	489,326.8	64.1%
Teachers	141.8	40.3%	371,646.7	48.7%
Professional Support	22.5	6.4%	82,878.8	10.9%
Campus Administration (School Leadership)	11.0	3.1%	25,300.5	3.3%
Central Administration	5.0	1.4%	9,500.8	1.2%
Educational Aides:	50.4	14.3%	86,185.9	11.3%
Auxiliary Staff:	120.9	34.4%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	7.0	n/a	13,815.0	n/a
Part-time Counselors	0.0	n/a	1,240.0	n/a
Total Minority Staff:	331.8	94.4%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	44,033.4	11.8%
Hispanic	127.5	89.9%	110,015.9	29.6%
White	13.3	9.4%	203,967.5	54.9%
American Indian	0.0	0.0%	1,274.2	0.3%
Asian	1.0	0.7%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	0.0	0.0%	4,531.1	1.2%
Teachers by Sex:				
Males	33.9	23.9%	90,752.5	24.4%
Females	108.0	76.1%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	8.7	6.1%	7,591.2	2.0%
Bachelors	105.8	74.6%	268,238.6	72.2%
Masters	27.3	19.3%	92,878.9	25.0%
Doctorate	0.0	0.0%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	141.8	100.0%	36,179.6	9.7%
1-5 Years Experience	0.0	0.0%	97,667.0	26.3%
6-10 Years Experience	0.0	0.0%	76,209.5	20.5%
11-20 Years Experience	0.0	0.0%	101,173.2	27.2%

Texas Education Agency
2022-23 Staff Information (TAPR)
CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	0.0	0.0%	49,550.0	13.3%
Over 30 Years Experience	0.0	0.0%	10,867.4	2.9%
Number of Students per Teacher	13.4	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.0	6.1
Average Years Experience of Principals with District	4.5	5.3
Average Years Experience of Assistant Principals	7.7	5.2
Average Years Experience of Assistant Principals with District	7.7	4.4
Average Years Experience of Teachers:	0.0	11.0
Average Years Experience of Teachers with District:	0.0	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$54,858	\$53,300
1-5 Years Experience	-	\$56,516
6-10 Years Experience	-	\$59,732
11-20 Years Experience	-	\$63,389
21-30 Years Experience	-	\$67,876
Over 30 Years Experience	-	\$72,560
Average Actual Salaries (regular duties only):		
Teachers	\$54,858	\$60,717
Professional Support	\$63,664	\$72,022
Campus Administration (School Leadership)	\$75,706	\$85,167
Central Administration	\$104,426	\$112,702
Instructional Staff Percent:	53.9%	65.1%
Turnover Rate for Teachers:	15.8%	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

Texas Education Agency
2022-23 Staff Information (TAPR)
 CARRIZO SPRINGS CISD (064903) - DIMMIT COUNTY

	----- 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	2.0	1.4%	22,050.2	5.9%
Career and Technical Education	9.4	6.6%	19,907.7	5.4%
Compensatory Education	3.0	2.1%	11,928.5	3.2%
Gifted and Talented Education	3.3	2.3%	6,181.8	1.7%
Regular Education	111.6	78.6%	262,398.5	70.6%
Special Education	9.8	6.9%	36,110.2	9.7%
Other	2.7	1.9%	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.

Link to: [PEIMS Financial Standard Reports 2021-22 Financial Actual Report](#)

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

TAPR 22-23

Texas Academic Performance Report

Carrizo Springs CISD

Section 2

PEIMS Financial Standards
Report (2021-22 Financial
Actual Report)



2021 - 2022 Actual Financial Data
Totals for CARRIZO SPRINGS CISD (064903)
Total Enrolled Membership: 1,920

	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)	\$19,351,511	77.32%	\$10,079	\$19,351,511	63.59%	\$10,079	\$26,795,122,749	39.67%	\$4,960
State Operating Funds	\$2,444,114	9.77%	\$1,273	\$2,554,120	8.39%	\$1,330	\$24,396,897,632	36.12%	\$4,516
Federal Funds	\$2,488,163	9.94%	\$1,296	\$7,764,318	25.51%	\$4,044	\$14,103,811,039	20.88%	\$2,611
Other Local	\$744,525	2.97%	\$388	\$763,251	2.51%	\$398	\$2,250,851,644	3.33%	\$417
Total Operating Revenue	\$25,028,313	100.00%	\$13,036	\$30,433,200	100.00%	\$15,851	\$67,546,683,064	100.00%	\$12,504
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$3,002,637	99.26%	\$1,564	\$8,860,960,306	86.81%	\$1,640
State Assistance for Debt Service	\$0	0.00%	\$0	\$8,098	0.27%	\$4	\$319,288,915	3.13%	\$59
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$14,368	0.47%	\$7	\$75,078,438	0.74%	\$14
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$952,245,471	9.33%	\$176
Total Other Revenue	\$0	0.00%	\$0	\$3,025,103	100.00%	\$1,576	\$10,207,573,130	100.00%	\$1,890
Subtotal: Operating and Other Revenue	\$25,028,313	100.00%	\$13,036	\$33,458,303	100.00%	\$17,426	\$77,754,256,194	100.00%	\$14,394
Recapture Revenue									
Local Property Tax Recaptured	\$35,661,956	100.00%	\$18,574	\$35,661,956	100.00%	\$18,574	\$3,002,039,317	100.00%	\$556
Total Recaptured Revenue	\$35,661,956	100.00%	\$18,574	\$35,661,956	100.00%	\$18,574	\$3,002,039,317	100.00%	\$556
Subtotal: Operating, Other and Recaptured Revenue	\$60,690,269	100.00%	\$31,610	\$69,120,259	100.00%	\$36,000	\$80,756,295,511	100.00%	\$14,949
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,864,835,809	65.96%	\$901
Estimated State TRS Contributions	\$1,109,884	100.00%	\$578	\$1,109,884	100.00%	\$578	\$2,510,251,870	34.04%	\$465
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$1,109,884	100.00%	\$578	\$1,109,884	100.00%	\$578	\$7,375,087,679	100.00%	\$1,365
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$26,138,197	100.00%	\$13,614	\$34,568,187	100.00%	\$18,004	\$85,129,343,873	100.00%	\$15,759
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$18,644,381	75.66%	\$9,711	\$23,215,861	77.32%	\$12,092	\$50,301,683,879	77.97%	\$9,312

2021 - 2022 Actual Financial Data
Totals for CARRIZO SPRINGS CISD (064903)
Total Enrolled Membership: 1,920

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$2,699,046	10.95%	\$1,406	\$2,800,827	9.33%	\$1,459	\$6,402,537,996	9.92%	\$1,185
Supplies & Materials (Object 63xx)	\$2,748,789	11.15%	\$1,432	\$3,424,110	11.40%	\$1,783	\$5,961,153,130	9.24%	\$1,104
Other Operating Expenditures (Object 64xx)	\$550,747	2.23%	\$287	\$584,932	1.95%	\$305	\$1,852,436,057	2.87%	\$343
Total Operating Expenditures by Object	\$24,642,963	100.00%	\$12,835	\$30,025,730	100.00%	\$15,638	\$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)	\$0	0.00%	\$0	\$2,984,576	98.47%	\$1,554	\$9,844,903,533	48.41%	\$1,822
Capital Outlay (Object 66xx)	\$46,522	100.00%	\$24	\$46,522	1.53%	\$24	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Object	\$46,522	100.00%	\$24	\$3,031,098	100.00%	\$1,579	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Object	\$24,689,485	100.00%	\$12,859	\$33,056,828	100.00%	\$17,217	\$84,854,165,916	100.00%	\$15,708
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$12,782,907	51.87%	\$6,658	\$14,663,076	48.84%	\$7,637	\$36,035,016,731	55.85%	\$6,671
Instructional Resources & Media Services (Function 12)	\$323,698	1.31%	\$169	\$335,917	1.12%	\$175	\$646,159,944	1.00%	\$120
Curriculum & Staff Development (Function 13)	\$172,219	0.70%	\$90	\$642,957	2.14%	\$335	\$1,570,292,996	2.43%	\$291
Instructional Leadership (Function 21)	\$571,953	2.32%	\$298	\$867,375	2.89%	\$452	\$1,113,087,133	1.73%	\$206
School Leadership (Function 23)	\$1,584,428	6.43%	\$825	\$1,647,796	5.49%	\$858	\$3,715,762,954	5.76%	\$688
Guidance Counseling Services (Function 31)	\$551,536	2.24%	\$287	\$670,253	2.23%	\$349	\$2,527,496,320	3.92%	\$468
Social Work Services (Function 32)	\$43,101	0.17%	\$22	\$43,593	0.15%	\$23	\$230,790,970	0.36%	\$43
Health Services (Function 33)	\$267,453	1.09%	\$139	\$278,907	0.93%	\$145	\$753,509,900	1.17%	\$139
Transportation (Function 34)	\$260,760	1.06%	\$136	\$947,283	3.15%	\$493	\$1,904,677,571	2.95%	\$353
Food Services (Function 35)	\$2,105,422	8.54%	\$1,097	\$2,194,764	7.31%	\$1,143	\$3,228,715,442	5.00%	\$598
Extracurricular (Function 36)	\$1,250,517	5.07%	\$651	\$1,272,939	4.24%	\$663	\$1,918,276,966	2.97%	\$355
General Administration (Function 41,92)	\$1,597,144	6.48%	\$832	\$1,635,414	5.45%	\$852	\$2,123,586,250	3.29%	\$393
Facilities Maintenance & Operations (Function 51)	\$1,860,785	7.55%	\$969	\$3,475,242	11.57%	\$1,810	\$6,359,467,682	9.86%	\$1,177
Security & Monitoring Services (Function 52)	\$365,293	1.48%	\$190	\$394,761	1.31%	\$206	\$710,274,203	1.10%	\$131
Data Processing Services (Function 53)	\$898,776	3.65%	\$468	\$909,941	3.03%	\$474	\$1,330,336,046	2.06%	\$246
Community Services (Function 61)	\$6,971	0.03%	\$4	\$45,512	0.15%	\$24	\$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 CARRIZO SPRINGS CISD (064903)
Total Enrolled Membership: 1,920

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	\$24,642,963	100.00%	\$12,835	\$30,025,730	100.00%	\$15,638	\$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)	\$0	0.00%	\$0	\$2,984,576	98.47%	\$1,554	\$9,844,903,533	48.41%	\$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$46,522	100.00%	\$24	\$46,522	1.53%	\$24	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Function	\$46,522	100.00%	\$24	\$3,031,098	100.00%	\$1,579	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Function	\$24,689,485	100.00%	\$12,859	\$33,056,828	100.00%	\$17,217	\$84,854,165,916	100.00%	\$15,708
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$11,415,102	46.32%	\$5,945	\$11,920,441	39.70%	\$6,209	\$26,146,309,896	40.53%	\$4,840
Gifted and Talented (PIC 21)	\$41,015	0.17%	\$21	\$41,421	0.14%	\$22	\$395,634,789	0.61%	\$73
Career and Technical (PIC 22)	\$862,493	3.50%	\$449	\$925,863	3.08%	\$482	\$2,129,549,811	3.30%	\$394
Students with Disabilities (PICs 23,33,43)	\$2,185,070	8.87%	\$1,138	\$2,751,194	9.16%	\$1,433	\$7,957,924,392	12.33%	\$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,292,261	5.24%	\$673	\$2,749,465	9.16%	\$1,432	\$6,383,291,216	9.89%	\$1,182
Bilingual (PICs 25,35)	\$69,520	0.28%	\$36	\$69,520	0.23%	\$36	\$731,950,646	1.13%	\$135
High School Allotment (PIC 31)	\$8,874	0.04%	\$5	\$8,874	0.03%	\$5	\$10,905,874	0.02%	\$2
PreKindergarten (PIC 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$522,860,562	0.81%	\$97
Early Education Allotment (PIC 36)	\$389,870	1.58%	\$203	\$403,263	1.34%	\$210	\$1,241,323,456	1.92%	\$230
Dyslexia or Related Disorder Services (PIC 37)	\$5,990	0.02%	\$3	\$5,990	0.02%	\$3	\$348,794,218	0.54%	\$65
College, Career, and Military Readiness (CCMR) (PIC 38)	\$29,570	0.12%	\$15	\$29,570	0.10%	\$15	\$340,365,348	0.53%	\$63
Athletics/Related Activities (PIC 91)	\$888,457	3.61%	\$463	\$894,211	2.98%	\$466	\$1,264,746,717	1.96%	\$234
Un-Allocated (PIC 99)	\$7,454,741	30.25%	\$3,883	\$10,225,918	34.06%	\$5,326	\$17,044,154,137	26.42%	\$3,155
Total Operating Expenditures by Program Intent Code (PIC)	\$24,642,963	100.00%	\$12,835	\$30,025,730	100.00%	\$15,638	\$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)	\$0	0.00%	\$0	\$2,984,576	98.47%	\$1,554	\$9,844,903,533	48.41%	\$1,822
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$46,522	100.00%	\$24	\$46,522	1.53%	\$24	\$10,445,000,110	51.36%	\$1,934

2021 - 2022 Actual Financial Data
Totals for CARRIZO SPRINGS CISD (064903)
Total Enrolled Membership: 1,920

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$46,522	100.00%	\$24	\$3,031,098	100.00%	\$1,579	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$24,689,485	100.00%	\$12,859	\$33,056,828	100.00%	\$17,217	\$84,854,165,916	100.00%	\$15,708
Disbursements									
Total Disbursements									
Operating Expenditures	\$24,642,963	40.37%	\$12,835	\$30,025,730	43.26%	\$15,638	\$64,517,811,062	71.92%	\$11,943
Recapture	\$35,661,956	58.40%	\$18,574	\$35,661,956	51.40%	\$18,574	\$3,002,039,317	3.35%	\$556
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,174,039,601	1.31%	\$217
Intergovernmental Charge	\$689,782	1.13%	\$359	\$689,782	0.99%	\$359	\$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)	\$0	0.00%	\$0	\$2,984,576	4.30%	\$1,554	\$9,844,903,533	10.97%	\$1,822
Capital Projects (Object 66xx)	\$46,522	0.08%	\$24	\$46,522	0.07%	\$24	\$10,445,000,110	11.64%	\$1,934
Total Disbursements	\$61,041,223	100.00%	\$31,792	\$69,408,566	100.00%	\$36,150	\$89,711,751,589	100.00%	\$16,607
Tax Rates									
2021 - 2022 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.9734			0.9543		
Interest & Sinking Tax Rate				0.0518			0.2270		
Total Tax Rate				1.0252			1.1813		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.9134			0.8616		
Tier I Tax Rate				0.9134			0.8615		
Tier II Tax Rate (Enrichment Pennies)				0.0600			0.0928		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	\$231,546		\$121	\$231,546		\$121	\$390,605,886		\$78
Restricted Fund Balance	\$0		\$0	\$3,392,340		\$1,767	\$24,753,496,577		\$4,926

2021 - 2022 Actual Financial Data
Totals for CARRIZO SPRINGS CISD (064903)
Total Enrolled Membership: 1,920

	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	\$66,929		\$35	\$4,020,147,608		\$800
Unassigned Fund Balance	\$20,793,867		\$10,830	\$20,795,638		\$10,831	\$17,164,429,624		\$3,416
Total Fund Balance**	\$21,025,413		\$10,951	\$24,486,453		\$12,753	\$50,741,325,178		\$10,098
Fund Balance Reconciliation									
2020-2021 Total Fund Balance (Previous Year)	\$20,261,952		\$9,817	\$23,645,218		\$11,456			
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	\$763,461		\$398	\$841,235		\$438			
2021-2022 Total Fund Balance	\$21,025,413		\$10,951	\$24,486,453		\$12,753			

TAPR 22-23

Texas Academic Performance Report

Carrizo Springs CISD

Section 3

2022-23 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 entries

Search:

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
064903	CARRIZO SPRINGS CISD	20	A - Superior Achievement	B	ACCREDITED		

Texas Academic Performance Report

Carrizo Springs CISD

Section 4

District Performance
Objectives



Carrizo Springs Independent School District

District Improvement Plan

2023-2024



Board Approval Date: December 19, 2023
Public Presentation Date: December 19, 2023

Mission Statement

"Provide every child a quality education in a safe environment."

Motto: "Kids are first at CSCISD"

Vision

“Inspiring lifelong learners.”

"Kids are first at CSCISD"

Belief Statement

"The CSCISD community believe that all children are unique and can learn through positive reinforcement."

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Budget meetings were held with campus administrators in regards to ESSA 22-23 application.

The DPAC - district parental advisory board met on June 10th to review ESSA 22-23 application - to include funding, reivew of strategies funded by SCE and Title 1 at the campus and district level. Evaluation resulst (parents) from 22-23 were shared. DIP was reviewed and discussed.

Discused and surveyed parents on any new needs for 22-23.

Parents/teachers/directors are part of the DPAC.

Next meeting is October 10th to review DIP and campus strategies that will be continued for 22-23.

Demographics

Demographics Summary

Carrizo Springs is the largest city in, and the county seat of, Dimmit County, Texas, United States. The population was 5,368 at the 2010 census. The name of the town is derived from the local springs, which were named by the Spanish for the cane grass that once grew around them.

Campuses

Carrizo Springs CISD is home to 4 schools - Carrizo Springs High School, Carrizo Springs JH, Carrizo Springs Intermediate, and Carrizo Springs Elementary. Our student population for 2020-21 is approximately 2066 students.

Student Data

Based on the *TSDS PEIMS Disaggregation of PEIMS Student Data Fall Collection for 2021-22 report*, CSCISD had a student enrollment of 1923; African American 1, Asian 5, Hispanic 1820, American Indian/Alaskan 1, White 76, two or more races 10. Student enrollment by gender; 50.75% male and 49.40% female. 77.48% of the student population is economically disadvantaged, 5.41% LEP/EB, 1.66% English Second Language/EB, and 9.41% of the students receive special education services. The district serves 3.% migrant students, 30.66% CTE, 64.01% at-risk students, 0.10% military-connected, .73% foster care, and for 21-22 41 students identified as homeless/unaccompanied youth.

As per the *TSDS PEIMS Disaggregation of PEIMS Student Data Fall Collection for 2020-21 report*, CSCISD had a student enrollment of 2066; African American 0.48%, Asian 0.29%, Hispanic 94.48%, American Indian/Alaskan 0.05%, White 4.26%, two or more races 0.44%. Student enrollment by gender; 50.05% male and 49.95% female. 82.38% of the student population is economically disadvantaged, 3.61 % Bilingual, 1.08% is English Second Language, and 9.2% of the students receive special education services. The district serves 3.73% migrant students, 97.1% CTE, 55.91% at-risk students, 0.44% military-connected, .58% foster care.

Attendance Rate

The attendance rate for 2021-2022 was 88.97%;

The attendance rate for the district in 2020-2021 was 91.14 %

2019-20 Attendance rate for the district was 98.3%, and the Drop-out rate was 0.8%; the 4-year longitudinal rate (9-12) was 93.2%

2016-2017 was 94.3%, drop-out rate: 2.5%;

Attendance rates for 2017-2018 include 94.5 % African American, 93.3% Hispanic, 94.9% White, and 92.9 % economically disadvantaged. Overall Attendance rate for 2017-2018 at CSCISD was 93.4%. drop-out rate: 2.8%; 4-Year Longitudinal rate was 91.9%. The most current data indicate the district has a 1.05% mobility rate.

2016-2017 was 94.3%, drop-out rate: 2.5%; 4-Year Longitudinal rate (9-12) was 81%

2015-2016 was 93.9%, drop-out rate: 2.5%; 4-Year Longitudinal rate (9-12) was 84.7%

2014-2015 was 93.9, drop-out rate: 4.6 %; 4-Year Longitudinal rate (9-12) was 86.2%

2013-2014 was 94.2%, drop-out rate 3.4%; 4-Year Longitudinal rate (9-12) was 82.6%

Special Education:

Service Population for 2020- 2021- 232 students

For 2021-2022- 204 students being serviced in the district.

Total special ed district teachers: 11, total para's in the district: 21.

McKinney Vento

We have a total of 66 McKinney Vento students identified that the Federal Programs office assists with supplies, tutoring, transportation, college costs(dual credit) for students identified. Special Circumstances will be handled on a case by case.

McKinney Vento students had an overall attendance rate of 85% - CSE 88%, CSI 84%, JH 78% and HS 90%. District Mckinney Vento Students - 100% of students received backpack with supplies (home visits)

AARP Homeless Grant II - survey was completed for 22-23 needs. Based on data that there is a lack of vehicles (only 2 for district use) funding has been put aside for mileage for all TEHCY and MV travel.

SCE, Family Engagement & Title 1 - all students in the district are Title 1 and needs identified are part of each CIP. At-risk identification is completed at each campus based on the 13 indicators and submitted by each campus to District PEIMS clerk. Based on data that there is a lack of vehicles (only 2 for district use) funding has, been put aside for mileage for all Federal Programs travel to include FP Directors meeting, Family Engagement, ACET and any other training attended by federal programs staff. This year 22-23- February we hired a new secretary to FP office, this position will need to attend training for all federal and state programs handled in our office.

4-year Federal Graduation Rate without exclusions

2020-2021: not available

2019-2020: 92.5 %

2018-2019: 91.9%.

2017-2018: 90.1%

2016-2017: 78.9 %

2015-2016: 82.9 %

2014-2015: 85.2 %

2013-2014: 80.9 %

Findings

Review of this data, several findings were noted: Enrollment for Day 1 2019 was at 2060 students, an increase from last year's count of 2018 students. CSCISD was at its peak in 2014-15 with 2243 students. Moving to day 10 of 2018 we are at 2191 same as Day 10 of 2017, but less than 2014-15 at 2427. Since 2014-15 numbers have been decreasing, except for year 2016 -17 that we had a dip to 2176 from the previous year of 2289 students.

Finance

For 2017-18 the district received \$16,154 based on 2017-18 finance report and spent \$13,458.00. For 2018-19 the District received an A on the Financial Integrity Rating System.

Areas of Need

Attendance continues to be an area of concern.

Hiring certified special education teachers

Staff : 2020-2021

Our schools employ (149) teachers, (48) para-professionals and (10) campus administrators.

CSHS (4/44) teachers are not Highly Effective for a (93%) HE Rate at CSHS.

CSJH (1/22) teachers are not Highly Effective for an (97%) HE Rate at CSJH.

CSI (33) teachers are all Highly Effective.

CSE (47) teachers are all Highly Effective.

(20) new teacher were employed for the 2020-2021 school year which equate to a Retention rate of 83.8%

(20) new teachers were employed for the 2019-20 school year which equates to a Retention Rate of 86%

District-wide CSCISD employs (353) total employees

Foster Care Demographics

For the 22-23 school year - currently there are 10 students identified in the district, and still working on identification. For 21-22 .73% foster care, and for 21-22

Demographics Strengths

The Highly Effective Rate for the district is 97.3%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 100% of the districts sub populations have not met the academic achievement for the meets level in closing the gaps. **Root Cause:** Lack of the district's coordination to provide prescriptive interventions.

Student Achievement

Student Achievement Summary

STAAR/EOC Performance Data 2021-2022 All Subjects:

% at Approaches Grade Level Standard: 64% all students; 88% African American; 64% Hispanic; White 70%; American Indian 0%; Asian 100%; Two or More Races 92%; 41% Special Ed; 60% Econ. Disadv.; 68% EB/EL

% at Meets Grade Level Standard: 35% all students; 53% African American; 35% Hispanic; White 44%; American Indian 0%; Asian 67%; Two or More Races 69%; 24% Special Ed; 31% Econ. Disadv.; 37% EB/EL

% at Masters Grade Level Standard: 13% all students; 18% African American; 13% Hispanic; White 23%; American Indian 0%; Asian 67%; Two or More Races 23%; 7% Special Ed; 11% Econ. Disadv.; 15% EB/EL

As per the 2020-2021 TAPR Report, CSCISD achieved 49% Approaches, 22% Meets, 8% Masters on all subjects, and all grades for STAAR/STAAR EOC. See Comparison Addendum attached.

In 2021, TEA commissioner Mike Morath made it optional for students to test in STAAR (3rd-8th). Districts were not rated due to COVID. CSCISD, will continue to be in the not rated status due to COVID-19. In 2020-2021, Students followed an Asynchronous plan for instruction approved by TEA and our School Board.

Due to Governor Abbott's Executive Order for School Closures in March 2020 and the subsequent cancellation of STAAR/EOC testing, CSCISD will continue to use data for 2018-2019 as its baseline for the 2020-2021 school year.

See addendums - 2019 Student Achievement - 2 documents

Problem Statement: The district's overall reading scores are 57% below grade level. Root Cause: Lack of the district's coordinated effort to understand the science of reading.

The 2019 STAAR All Students - Reading results in Approach dropped from 66% to 65%. Out of the 11 special populations subgroups, 4 out of 11 dropped in Reading Approach from 2018. Even though the "Meets" 2019 results showed a 5% increase up to 35% - it did not reach the annual goal of 41%. The "Masters" increased by 1%.

The data presented above indicate that the district needs to continue focusing on reading and using technology at all grade levels to ensure the student population reaches grade-level expectations. The goal of the district has been to focus on reading due to the percentage of the Hispanic population not at advanced fluency as measured by The Second Language Acquisitions.

The 2019 STAAR All Students - Math results in Approach dropped from 75% to 72%. Out of the 11 special populations subgroups, 5 out of 11 dropped in Math Approach from 2018. Even though the "Meets" 2019 results showed a 3% increase up to 40% - it did not reach the annual goal of 47%. The "Masters" increased by 3%. District chose to survey our district staff, parents, and students to assist in determining needs for PD, technology availability, and the need for devices. In 2021, Special Education students scored less in Approaches in all subjects. They went from 37% to 28%. However, they remained the same in the Meets category in all subjects in both years, 2019 and 2021. There was an improvement in the Master's grouping in 2021. The students scored 7%, and in 2019, they scored 4% in all subjects.

After reviewing the first two weeks of Remote Learning - the following data was reviewed: number of help desk tickets, attendance data, and communication data (remind reports, attendance calls, assistance requests). The data revealed the following: for the last two weeks, the district has received 75 requests: CSE - 10, CSI - 9, JH -31, and HS - 25. Attendance data revealed overall district attendance for the first week: 97.7%, CSE - 98.5%, CSI - 97.7%, JH -95.7% , HS - 97.8%. Communication data revealed the following: HS - over 90% of teachers used Remind and Google Classroom to communicate with students and/or parents, and CSI received about 2,000 parent calls (including campus visits for assistance) during the first two weeks of Remote Learning. CSE - over 90% of teachers used to remind and Seesaw and Google Classroom to communicate with students and/or

parents, JH - over 90% of teachers used to remind and Google classroom to communicate with students and/or parents.

Kinder EOY: 82% app., 68% meets 44%masters showed an increase of +32 app, +18 meets, +19 masters from the beginning

1st: EOY 65% meets, 0% masters decrease from boy -9.5 meets, 24.5

2nd: EOY 32% app, 24% meets, 7% masters decrease from boy 68%app, -9 meets, increase 7

3rd:Benchmark 2: 30%app, 9% meets, 2%masters showed an increase from 1st benchmark + 2.46 app, +4.9 meets, +1.77 masters

First grade also made the recommendation to have a math interventionist next year to help with first and second-grade math. Committee agreed that we need an interventionist for math. Committee also stated all grade levels are going to need help.

Students returning to school for face-to-face instruction showed: Based on Pearlized Math EOY the data indicates that the following areas are in need of improvement. White 54% (5 students), LEP 60% (4 students) , SPED 55% (11students) Overall, first grade students achieved a 70% passing rate. The lowest TEKS were 1.3D: Apply basic facts strategies to add and subtract within 20 at a 27% passing rate.

Students are showing minimal growth on lower-level TEKS. For math, the percentage rate of growth was minimal and did not increase from the Pearlized Math 3rd six weeks benchmark (77%) to the Pearlized Math EOY Benchmark (70%)

Intervention Strategies/activities that will improve student achievement in the areas of Math consist of small-group interventions to differentiate support for learners who are in need of extra instructional time in a specific area.

Building Math Fluency- this will lead to an understanding of the relationships between numbers is critical for problem-solving. Build student number sense through teaching fact families, and strategies like "counting on" and "make 10." (1.3D 27.34%)

Place Value-Teach students a conceptual understanding of place value using manipulatives, like base 10 blocks. This helps to introduce and build number sense skills. (1.3.2.B 53.13%)

For High School data, see data in the addendum:

Student Achievement Strengths

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): CSHS has 95% of its students enrolled in a CTE program of study which have capstone courses requiring certification exams. **Root Cause:** Post secondary readiness indicator in State Accountability requires students are provided programs of study that give opportunities to earn Industry-Based Certifications (IBCs).

Problem Statement 2 (Prioritized): The district's overall reading scores show that 57% are below grade level. **Root Cause:** Lack of the district's coordinated effort to understand the science of reading.

Problem Statement 3 (Prioritized): 100% of the districts sub popluations have not met the academic achievement for the meets level in closing the gaps. **Root Cause:** Lack of the district's coordination to provide prescriptive interventions.

District Culture and Climate

District Culture and Climate Summary

Stop and Think Drills were added to drill requirements. Threat Assessment Training will be completed once per year through ESC-20.

Based on information from written statements on Effective Schools Framework on the following campuses: CSE/JH/HS - review of information showed a lack of documentation on 1.1, 2.1, 3.1 4,1, and 5.1. Training on campus will assist the campuses in becoming more effective and moving from a B to an A in the A-F Accountability Rating System.

Currently, all campuses perform required safety drills as per the calendar set by District Police Chief. The district safety committee will be held once in the academic year and once in the summer to review procedures in place and determine identified needs by campuses and the district as per HB 11.

School safety drills are reviewed and practiced at campus and district levels to determine identified needs in regard to the drills. Every campus has an updated emergency operations plan for safety. Required fire drills and lockdown drills are practiced. Each campus is required to provide presentations on bullying, David's law, drug abuse, violence, biased training, and suicide prevention. The training is given to both faculty and students. Dating Violence is not tolerated at any campus throughout the district. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Threat Assessment Teams for each campus were trained and established as well as various directors at Central Office who are on teams.

As all CSCISD campuses are in year 2 of face-to-face learning, each campus is properly equipped and supplied with all needed PPE supplies to ensure health and safety of all students and staff. The CSCISD maintenance department is properly supplied to provide to all campuses as requested. As per Return to School plan all campus will be supplied with the PPE supplies.

CSHS: Information from various data sources indicates a need to provide support and instruction in Social Emotional Learning (SEL). Data from the 2021-22 Safe and Supportive Schools Program survey submitted to TEA, revealed that CSCISD had 42 threat reports from students. Of these 42, 14 did not pose a threat but were not referred to outside counseling/support. Another 24 of the threats reported were seen as posing a threat and they were referred for intervention or support by an outside agency. Additionally, data from the HS campus show that the grade 9 & 11 Counselor had 688 visits from students needing SEL support/counseling and the grade 10 & 12 Counselor had 650 student visits for SEL support/counseling. Given the enrollment of 602 students at CSHS, this number of SEL support visits is a true area of concern. The rise of serious mental health incidents among school aged students in the U.S. has been in the national spotlight for good reason. According to the U.S. Surgeon General's Advisory report "Protecting Youth Mental Health from 2021, "Recent national surveys of young people have shown alarming increases in the prevalence of certain mental health challenges—in 2019, one in three high school students and half of female students reported persistent feelings of sadness or hopelessness, an overall increase of 40% from 2009." All schools in the country must determine a course of action to help our youth by investing in preventative programs, such as evidence-based SEL and character-based curriculum.

Emergency Operations plan was board approved at October 2020 Regular Board Meeting.

Our campuses and district promote wide-spread participation in all events, they are all inclusive.

District Culture and Climate Strengths

Two School district officers are stationed at each campus. Security cameras are in place at each campus and district facility to monitor and deter any inappropriate activities. Police technician hired to monitor camera activity and alert police/campuses about suspicious activity.

As per Return to School Safety Plan, all CSCISD campuses are in year 2 of face to face learning, each campus is properly equipped and supplied with all needed PPE supplies to ensure health and safety of all students and staff. The CSCISD maintenance department is properly supplied to provide to all campuses as requested.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause:** Lack of proactive approach toward SE student needs.

Problem Statement 2 (Prioritized): Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement. **Root Cause:** We must determine a better way of encouraging all parents to become more involved

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Based on STAAR results and working on teacher retention, the district is working on a Strategic Compensation Plan based on recruitment and retention, STAAR Reading and Math Scores along with Algebra I and EOC English I and II are utilized as an ESSA needs assessment goals to assist in funding. The district data revealed through the Equity Plan in 2017-18 that the district needed to have a plan to retain and reward the staff. Data showed that it takes days and intense paperwork to replace any staff member at both campus and district levels.

District attends job fairs during Fall and Spring at TAMIU, Kingsville, and Corpus Christi, and advertises openings through Region 20, TASPA Job board, and the local newspaper. To recruit highly effective staff, sign-on bonuses/stipends are offered for those academic areas most in need. (CTE, math, science, special education, bilingual/ESL)

Teacher performance/appraisals are based on the T-TESS performance instrument. Instructional Officers' duties include instructional coaching in the classroom. (TalentEd Perform)

Campus administration will assign master/highly performance teachers to at-risk/most in-need students. (as per the ESSA discussion regarding staff assignments that have been reviewed with principals - those campuses that are able to move various teachers have begun to review the potential of this process.

Develop/implement strategies and activities to recruit, hire, and retain highly qualified teachers and principals. ESSA Requirements to examine teacher experience - and teacher effectiveness to determine equitable access to effective teachers for low-income and minority students. Develop a Compensation Plan - based on STAAR Scores to retain staff, as per the ESSA Needs Assessment submitted to TEA.

Provide and/or attend professional development activities that improve the knowledge of both teachers and principals, instructional officers, and para-professionals. Improvement of teaching practices and student academic achievement: such as effective instructional strategies, methods, skills, and state academic content standards. Differentiated instruction will support student achievement and state assessment(s) data, focusing on students most in need of modifications, Sharon Wells/Pearlized math programs, assisting students during intervention time, and core subject areas of math, science, ELA, and Social Studies.

Provide training to improve teacher's/principal's ability to involve parents in their children's education, especially that of EB, SE, and immigrant children.

Provide and/or attend professional development in core academic areas of teacher's subject and delivery of instruction for students with disabilities.

Provide training and/or PD programs that are designed to improve the quality skills of principals and superintendents - including academies to become outstanding educational leaders. Provide information for campus administrators on required programs and implementation of these programs. Root cause analysis - providing time for campus and district administrators to collaborate and review district/campus data from the A-F accountability rating.

We also continue to seek and train qualified teaching staff with gifted and talented supplemental endorsement and secondary certification in music and/or arts.

Review of inexperienced and out-of-the-field teachers - The retention plan provides a strategic compensation plan based (ELAR/Math) targeting the Economic Disadvantage population.

CSCISD employed 12 new teachers for the 2022-23 school year.

The district has an estimated 367 staff members;
146 Teachers,
10 Campus Administration (school leadership),
6 Central Administration;
54 Educational Aides

CSCISD will continue to implement the Mentor Program, based on the previous year's data, with more rigor and assistance for new, alternative certification, permanent substitutes, and 2nd-year teachers - professional development will be virtual via Zoom, with one face-to-face session planned. The sessions will occur on a monthly basis. Based on the Mentor/Mentee survey, fifteen (15) Mentors (nine (9) elementary and six (6) secondary teachers) and ten (10) Mentees (four (4) elementary and six (6) secondary) completed the survey for the district.

The End of Year (EOY) Survey results indicate that, on a scale score of 1-5 (5 being the highest), the number of teachers who stated they would continue the following year as a Mentor was: 14 out of 15 (93%) of the Mentors stated they were highly likely or most likely to continue as mentors. When asked if Mentoring has had a positive impact on their lives/careers, 100% of mentors rated 5 or 4, and 8 of 10 mentees (80%) rated 5 or 4. When asked if they felt supported by their Mentors, 60% (6 of 10) of the mentees scored 5, and 30% (3 of 10) scored 4. When asked if they felt supported by the program coordinators/trainers, 93% (14 of 15) of the Mentors scored a 4 or higher. Of the Mentees asked if they felt like they would stay in education, 80% (8 of 10) scored a 4 or higher indicating they would remain in the teaching field.

Based on the 2022-23 EOY Mentor Survey and CAT Meetings - we will continue with this program for 23-24, please see addendum for further responses.

For the 2023-24 school year, the district has seven (7) permanent substitutes, five (5) first-year teachers, and three (3) second-year teachers. All of these beginning teachers will be part of our Mentor Program.

Mentorship Program Stipends for 2023-24: \$28,000

Teacher certifications for the seven (7) teachers in the district who are permanent substitutes on a local agreement, CSCISD will work to assist (travel) these teachers in earning certification. There is a need for bilingual and special education teachers as well. CSCISD will cover various costs of those staff members who are working on earning certification towards becoming a certified teacher or meeting the needs of alternative certification.

Staff Quality, Recruitment, and Retention Strengths

CSCISD will implement the 5th year of the Mentor Program with more rigor and assistance for new and 2nd-year teachers. 16/18 1st or 2nd-year teachers returned for the 2023-24 school year.

CSCISD will cover various costs for those staff members who are working on earning credentials towards becoming a certified teacher or meeting the needs of alternative certification.

CSCISD SPED teachers and paraprofessionals receive continuous professional development throughout the school year. Training includes identification, child find, SHARS to IEP, Goals, and PLAAFPs development.

Recruitment Initiatives:

Provide permanent substitutes with 75% of the board-approved beginning teacher salary for the 2023-24 school year including benefits.

Degreed individuals pursuing teacher certifications will be reimbursed alternative certification fees per year for a total 3-year commitment.

A sign-on bonus of \$500 for new bus drivers who have their CDL certification with a one-year commitment to the district.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There is a need to actively recruit high quality of teachers throughout our community due to a limited number of teacher applicants. **Root Cause:** The district needs to strategically increase efforts to recruit teachers of all cultures and ethnicity by growing our own teachers beginning with current high school students and para-professionals. Attracting experienced teachers with a proven record for effectiveness is difficult given the location and the availability of housing.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CURRICULUM, INSTRUCTION, AND ASSESSMENT

CSCISD strives to provide a well-rounded program of curriculum and instruction and utilizes the following:

Pearlized Math K-2, and Sharon Wells Math 3-5, were implemented for all students, especially those at-risk, who are given opportunities to meet challenging state academic standards as a supplemental resource.

The District will utilize the Renaissance Learning Suite to provide intervention, acceleration, and remediation for identified students in 3rd-12th grade. The focus will be on core area subjects tested in STAAR/EOC.

Counselors will continue to provide SEL scope and sequence along with activities to be utilized once per week in the classroom.

The district will continue with the Resilient Schools Support Program (RSSP) grant through the 2023-2024 school year.

The Librarians in the district will focus on a Digital Literacy Curriculum in grades 4-8.

Testhound was utilized to assist each campus with state assessment. SuccessEd keeps and updates plans for Sped, Bilingual/ESL, and 504 students.

All new teachers and administrators in K-3 must attend reading academies as per HB 3. The training and expenses are reasonable, necessary, and aligned with the needs of the district's at-risk or economically disadvantaged students.

Master schedules ensure learning time is maximized and meet state requirements. Enrichment and acceleration are provided by extended day programs, tutorials, summer intervention for bilingual students in K & 1st grades, and Saturday academies focused on reading and math.

Our special programs meet the needs of students in special education, bilingual/ESL, gifted/talented (including AP/IB and advanced graduation plans), career and technical education (CTE), and dyslexia treatment by aiding the students through differentiated instruction and attention to meet their individual plans and goals.

CSCISD guides for students to plan postsecondary education or determine a career path through the counseling services they receive. 100% percent of our students in grades 7-12 have a personal graduation plan. Data indicates CSCISD is at 54% for TEA's priority for college, career, and military guidance and counseling. Postsecondary education and career awareness and exploration activities include career fairs, college field trips, and presentations (TEA Priority)

CSCISD class size at elementary levels is at 17:1 and secondary is at 18:1

CSCISD has other programs that have an impact on student performance such as athletics and coordinated health services through the Fitness Gram, specific sport-related athletic periods, and a Student health advisory committee made up of educators, parents, and community members.

CSCISD PLCs meet twice per month at the campus to review and make decisions about curriculum/instruction/assessment; campus advisory teams (CAT) meet four times per year to review Campus Improvement Plan; Site-Based Decision-Making Committees are formed at the campus; District Advisory Teams (DAT) meet four times per year to discuss district concerns; ELAR & Math Committees meet to discuss the content area and make decisions.

CSCISD includes teachers and other staff in decision methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement by the use of District surveys, committee membership, public meetings, forums, meet the teacher night, progress report night, open house and parent and family engagement activities.

Training will be an ongoing process to ensure district initiatives are met and teacher capacity and student instruction and success continue to improve.

CSCISD uses the curriculum aligned with the TEKS, English Language Proficiency Standards (ELPS), and College Career & Military Readiness Standards-TCMPC TEKS Resource System as its curriculum with alignment to CCRS; GRR framework to ensure alignment to the ELPS.

CSCISD provides curriculum and instruction cognitively demanding and challenging TEKS Resource System that aligns with the rigor and relevance of TEKS, CCRS, and ELPS. Additionally, Instructional coaches have been implemented to provide training, increase teacher capacity and ensure fidelity to our framework and curriculum and its components for the fidelity of implementation. These include the Gradual Release of Responsibility Framework, Content & Language Objectives, TEKS Resource System, standardized lesson plan format, improving teacher capacity in the area of instruction (T-TESS), and digital learning.

CSCISD new resources include TEKS Implementation Guides for core content areas which allow teachers to achieve rigor as indicated by TEKS. The Pre-Kindergarten Framework allows teachers to provide depth and complexity for their lesson success. Edgenuity is an online curriculum that offers an engaging 6-12 curriculum to meet the unique needs of secondary students. Standards-aligned courses focus on providing the personalized attention students need to excel. Texas Home Learning 3.0 is the comprehensive online curriculum provided by TEA for K-12 at no cost to all districts wishing to utilize it. The following SEL curriculums will also be utilized with students: Quaver SEL (PK-5) and Edgenuity Purpose Prep (6-12). SeeSaw will be utilized as the Learning Management System for Pk-2. There will be a dedicated effort on the part of the Curriculum & Instruction Office to provide training on Synchronous Instruction for our teachers and administrators as well as training for teachers on digital lessons. Instructional delivery of those lessons will be necessary for students requiring remote conferencing due to a temporary medical condition not to exceed 20 days per year in order to recapture attendance.

A survey was sent out in March 2019, May 2020 and May 2023 to identify professional development needs for the CSCISD. Based on the results of those surveys, professional development sessions were planned and carried out. This is an ongoing practice that will guide our professional development needs.

Reading Academies are mandatory by the end of 2022 for all CSCISD teachers and admins in PK-3. Any new teachers to the district will be required to complete reading academies by end of 2023.

Survey sent out in June of 2021, indicates needed intervention for those students who are struggling and in accordance with HB4545. Renaissance learning will provide screening and intervention for grades K-12.

Renaissance Learning Suite will help all campuses comply with new legislation in HB 4545. Students will use the program for intervention, remediation, and acceleration in the areas of reading, math, social studies, and science. The program will use ESSER funds for this program.

Special Education

The following programs are being utilized by special education: IXL, Learning A-Z, Language Live, Renaissance, Reading By Design, AR Star Math, Hatch System, and N2Y Systems. Local campuses teachers and principals maintain and administer instructional content based on student grade level and individual IEPs. Individual student IEPs are constructed using Results Driven Data to meet student needs and district accountability.

MTSS is district-wide. Campuses provide universal screening to all students in math and reading three times during the school year, BOY, MOY, and EOY. Problem-Solving Team meetings are held throughout the school year to identify At Risk and Tier students and to decide on the implementation of interventions.

Curriculum, Instruction, and Assessment Strengths

Training provided to teachers and administrators on curriculum and content areas, assessment, district programs, and staff development in critical areas as identified on staff surveys.

Reading Academies for K-3 teachers and administrators are provided as per HB3. Curriculum Alignment continues in K-3; 4-6 have been completed in ELAR.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Scores are low, which results in a low accountability rating. **Root Cause:** Not enough professional support in the areas of planning, instruction and classroom management.

Problem Statement 2: Curriculum Alignment is not happening district wide in core content areas; more training and guidance is needed for teachers and administrators. **Root Cause:** Instructional framework was not in place and there was not fidelity to district curriculum with TEKS resource system.

Problem Statement 3 (Prioritized): The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause:** Lack of proactive approach toward SE student needs.

Parent and Community Engagement

Parent and Community Engagement Summary

CSE had a goal of 10% increase for parents/families that would attend Parent and Family Engagement Events/Night . Goal was met . A goal to increase participation will continue for the 23-24 community involvement in the form of community partnerships.

CSI had a goal of 10% increase for family that were to come up to the school and attend Parent and Family Engagement Events/Nights. They had a total of parents attend parent and family engagement for vents for the 2022-2023 school year. This was below the 10% goal.

CSJH had a goal of 10% increase for parents/ family engagement attendance for the 2022-2023 year. They had a total of parents attend parent and family engagement events for the 22-23 school year. Goal was not met. A continued goal of 10% increase will continue.

CSHS had a 15% increase parents/families that were to come up to the school and attend Parent and Family Engagement Events/Night. They had a total of parents attend parent and family engagement events for the school year. this was an increase and the 15% goal was met.

According to the 2022-2023 End of Year (EOY) Parental Involvement Evaluation Survey that was administered for all campuses we assessed how welcome parent/families feel at each campus:

CSE 20 parents responded to the survey. 75% of the parents responded that they feel quite a bit or extremely welcomed. 25 % of parents out of 8 stated that they feel minimally welcome.

CSI 33vparents responded to the survey. 80 % of the parents responded that they feel quite a bit or extremely welcomed. 4.0% of parents out of 33 stated that they do not feel welcomed.

CSJH 4 parents responded to the survey. 50% of the parents responded that they feel quite a bit or extremely welcomed. 50.% of parents out of stated that they felt minimally welcome

CSHS 102 parents responded to the survey. 78% of the parents responded that they feel quite a bit or extremely welcomed. 4% of parents out of 102 stated that they do not feel welcomed.

CSCISD has a district-level Parent Advisory Council that is made up of parents, teachers/staff from each campus, surrounding business representatives, and various community members. For example, we have HEB, Wal-Mart, Winter garden's Women's Shelter, the Carrizo Springs Housing Authority Dimmit County Coalition. This committee meets at least 3 times a year quarterly. The District Advisory Parent and Family Engagement Committee reviews federal funding expenditures and the coordination of Title I, Title II, Title IV and Title V. These members are invited to present their company/business at one parent and Family Engagement throughout the year at the different campuses. Each campus also has a Campus Advisory Team that meets 4 times a year to discuss campus-based decisions. DPAC in June of 2022 agreed upon a family engagement room that was fully funded and in effect for the 23-24 school year.

Carrizo Springs Parent and Family Engagement program is supported by the community. Community partnerships and collaboration is requested and encouraged for the program. We have high levels of community support for Parent and Family Engagement events.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end June 2023 for all campuses we assessed how effective communication was at each campus and which method parents prefer:

CSE 100 % of parents agreed that Remind text messages were the way they would prefer to receive communications. 100% of parents agreed that they would like to remind notification. Each campus utilizes their call out and remind systems.

CSI 88.9% of parents agreed that Remind text messages were the way they would prefer to receive communications, and 50% of parents agreed that automated calls were the wat they would prefer to receive communications from the school.

CSJH 100% of parents agreed that Remind text messages were the way they would prefer to receive communications, and 50% of parents agreed that automated calls were the wat they would prefer to receive communications from the school.

CSHS % of parents agreed that Remind text messages were the way they would prefer to receive communications, and 86% of parents agreed that automated calls were the wat they would prefer to receive communications from the school.

According to all of the CSCISD Campus Parent and Family Engagement policies:

In carrying out the Title I, Part A, parental requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1112 of the ESSA in an understandable and uniform format and, including, alternative formats upon request, and, to the extent practicable, in a language parents understand.

- Translate notes going home for parents into English & Spanish.
- all invites and information will be provided in english and spanish.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of June 2023 for all campuses we assessed what were the greatest barriers for not attending parent and family engagement events:

CSE 80% wanted Parent and Family Engagement events to be from 5:30-7:00 P.M.

CSI 20 % of parents wanted to have events between 5:30-7:00 P.M. to attend events. parents would like to have parent training on how to log on and use the technology Zoom, or Google classroom/Classroom

CSJH 50% of parents wanted to have events between 5:30-7:00 P.M. to attend events. 50% of parents would like event reminders for parent and family engagement events.

CSHS 49.3% of parents had conflicts with time of events & 46.7% of parents stated they had conflicting family schedules.

For the 2023-2024 school year 20 parents were invited to the Statewide family conference and Zero attended. Increase in Parent involvement needed. Problems range from lack of suitable childcare for the 4 days the conference is held.

Each campus offers ALL students' parents and guardians the opportunity to serve on the site-based decision-making committee. We also announce it on social media and send out Remind messages inviting all interested parents to be part of our committee. If the response is low, we select parents based on their availability to attend meetings. Their participation is necessary to give input from the parents' perspective.

All campuses have aligned their campus goals (TEKS) to the parent and family engagement goals that are in the school-parent compact.

Parent and Community Engagement Strengths

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of June of 2023 for all campuses we assessed the where parent/families would like to see the funds used at each campus:

These were the top responses for each school.

72% CSE would like to see the parental involvement funds used on technology resources for parents and families.

77% CSI would like to see the parental involvement funds used on technology resources for parents and families.

100% CSJH would like to see the parental involvement funds used on technology resources for parents and families.

75% CSHS would like to see the parental involvement funds used on technology resources for parents and families.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement. **Root Cause:** We must determine a better way of encouraging all parents to become more involved

District Context and Organization

District Context and Organization Summary

Master Schedule

Presently at CSCISD, we maximize instructional time for learning time by ensuring master schedules maximize human capital and instructional times, common planning periods for each of the content areas, PLCs are held weekly on curriculum, tutorials are held weekly, beginning/ending times are coordinated throughout the campus to maximize transportation resources, extended day enrichment is provided at each campus to address struggling learners and at-risk students. Summer school is provided to all students needing intervention as well as intervention camps at the elementary level to prevent regression. We provide equitable services to all students.

CSCISD utilized discipline management practices to ensure we reduce the number of students removed from the classroom. Also, we use alternatives to ISS strategies to keep students in the classroom.

Through our counselors at the campus, we address safety issues and provide sessions for students on the report and respond to specific safety issues in order to reduce the number of incidents of unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate. Students have several ways on the district website to report the incident or can speak to a counselor about it.

Leadership

CSCISD has a monitoring calendar in place allowing the campus or district to revisit its strategies through a formative assessment process and make mid-course adjustments as needed through campus and district committees.

At CSCISD each formal campus leadership team is made up of a principal, assistant principal(s), and counselor(s). At each campus, there are department chairpersons who oversee their specific content area and are responsible for department duties and activities. Campus administrators utilize Talent Ed, an online source (software program) to assist them in the number of walkthroughs that are required per campus. Each principal and assistant principal must complete ten walkthroughs per week. Due to the COVID Pandemic, observations were waived by TEA for the 2020-2021 school year. Training for administrators on walkthrough visits is needed.

Each campus principal compiles the duty rosters and supervision schedules for the leadership team, faculty, and staff

The master schedule maximizes the amount of time spent on instruction. Bell-to-bell instruction should be evident in every classroom, and formative and summative assessment structures are in place with curriculum-based assessments every grading period and two comprehensive benchmarks during the school year. During every lesson, all teachers follow the direct instruction method of teaching using the gradual release of responsibility framework. At every campus, principals are diligent in protecting instruction from unnecessary interruptions.

State Compensatory Education

The District's SCE funds are used to fund prevention, intervention prevention camps, intervention teachers, extended day and summer school as well as Pregnancy Education and Parenting. CSE also has a Prevention, and Intervention for students that are being considered for retention based on documented data that teachers share before a committee. Based on this need students are provided with accelerated instruction two weeks prior to school. read Data shows that economically disadvantaged students identified as at-risk are still below the regular students. There are 3 intervention teachers and several homebound teachers depending on need. At JH and HS, SCE funds are used to assist those students identified as at-risk for dropping out, and credit recovery, and used to cover services and all staff at DAEP and School of Choice. CSI has two para-professionals assisting the campus interventionist in working with identified at-risk students. The district's pregnancy education program supports students who are pregnant and/or parents with homebound assistance. The new guidelines will allow the district to assist these students with daycare. SCE funds are used to fund teachers and para-professionals for half-day PK to a full-day program. JH and HS purchase a program for credit recovery and School of Choice. CSE Intervention teachers purchase programs to work with their identified at-risk students that have been extremely successful. Transportation services are provided for summer school, extended days, and tutorials. District and campus data reveals that males are more successful than

their counterparts – females in the areas of math and science. Technology is being utilized to assist with this.

Title I, Part A Improving Basic Programs

The goal of the program is to ensure that all students receive a high-quality education and are prepared to meet the state's performance standards. For the 2019 - 20 school year all 4 campuses are Title I, funds on these campuses are utilized to close the achievement gap by providing additional staff, tutorials, instructional staff, and professional development based on needs identified to include technology PD to assist students served. The district provides technical assistance and ensures that all compliance requirements are completed including parent and family engagement activities, transition activities between grade spans, and coordination with other programs and fund sources. CSCISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced-priced lunches. Funds are used schoolwide with a focus on struggling learners. There were currently 66 students identified as McKinney Vento and continues to grow. McKinney Vento District Contact and personnel attend training to assist in identifying the correct procedures to implement and provide training at the campus and district level. There is the ongoing implementation of support and intervention activities for identified McKinney Vento students to ensure progress toward course completion, credit accrual, and graduation. Campus Instructional officers with the assistance of campus counselors monitor attendance, and grades, and meet with campus administrators to review student progress every six weeks. There is communication with classroom teachers to coordinate the completion of missed assignments and schedule retests for failed major grades. Parents are contacted to address educational concerns and target to improve student performance. Transportation is provided. Our district Migrant Program is in a shared service arrangement with Region 20 and our numbers have increased due to this. Region 20 works with the migrant clerk and counselor to take the appropriate steps to make sure that all services are provided. Migrant students are given opportunities to visit several colleges/universities throughout the state. All teachers at the 4 campuses are required to attend weekly PLCs to assist in data disaggregation and to plan lessons. The district plans and coordinates with campus administrators and leadership teams to receive training in root cause analysis. Elementary campuses and secondary campuses work together to analyze data to determine root causes and prioritize areas of need. Performance objectives, goals, and strategies are communicated at the campus, and district levels and shared with the school board. Based on the strategies developed both formative and summative reviews will occur throughout the year (November, February, April, and June). The district plans and coordinates with school counselors on transitions. Kids R First and CDI plan with CSE to coordinate campus transitions, and then the third grade plans a transition visit with the CSI campus. Our 6th-grade students plan a transition with the JH and the 8th-grade students plan a transition to High School. Our High School students are given numerous opportunities to visit colleges and universities. This year due to COVID-19 - all professional development will be virtual. All students have been provided with electronic devices through the Connectivity Grant and Title I.

Equity Plan

According to the 19-20 Equity Plan data, teachers at our highly economically disadvantaged campuses are slightly more experienced (12%) than those teaching at low economically disadvantaged campuses (15%). There is a -3% gap between our high and low minority campuses in terms of inexperienced teachers. There was a 4% out-of-field teachers at both the high-poverty and low-poverty quartile campuses. Both first and fourth-quartile percentages were below the state average for out-of-field and inexperienced teachers. Their district equity gap for high minority and low-minorities is at -11%.

ARP II Homeless Grant - To provide LEAs increased capacity to expand systems, staffing, and program support to facilitate identification and enrollment, mitigate learning loss and provide wraparound services, and address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic. Parent surveys indicate that the following items were most in need: 1. Tutoring 2. Hygiene items and food 3. Clothing 4. Dental-Medical referral 5. Counseling.

Duties peace officers, school resource officers, and security officers [TEC 37.081]

Police officers employed by the District shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, District police officers shall have the authority to: 1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District. 2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure. 3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure. 4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary. 5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions. 6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations. 7. Carry weapons as directed by the chief of police and approved by the Superintendent. 8. Carry out all other duties as directed by the chief of police or Superintendent. District police officers shall not be assigned routine classroom discipline or administrative tasks.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): CSCISD is committed to ensure safety and security of all students, parents, and staff. **Root Cause:** Due to lack of local funding, grants will be submitted and requests will be made to increase safety and security for our district.

Problem Statement 2 (Prioritized): Ensuring information and data presented is accurate and understandable for individuals in and outside of the organization. **Root Cause:** Due to social media resources available, need to make sure that all stakeholders have the correct information.

Technology

Technology Summary

The CSCISD community will develop 21st learning skills, such as collaboration, digital literacy, critical thinking and problem solving skills. The plan for our students are to become 21st century learners.

Teachers receive support from Region 20 as far as google classroom training. Students have access to dual credit classrooms at the high school level. Students are able to utilize Edgenuity at grades 6th - 12th grade for personalized curriculum. Technology devices (through a survey) are lacking for student/teacher/campus and district admin are needed to be able to work from home. Students lacking WIFI for virtual instruction will need to provided hot spots. Devices/printers/cameras will need to be provided for students and teachers to be successful.

Providing differentiated instruction for at-risk students in small group settings will be included in our Asynchronous Instruction Plan submitted to TEA and approved by the school board.

Training on our LMS systems for elementary and secondary campuses will be ongoing throughout the year. Asynchronous Instruction training through ESC-20 will also continue for teachers and administrators.

Electronic devices were identified for each campus in order to provide all students an opportunity to complete online assignments. Additionally wifi hotspots, hardware and software were purchased in order to allow campuses to transition to remote learning seamlessly. Each school identified needed interactive panels, webcams, hovercams and any other technology equipment or service needed to be able to record and upload the lessons for students to view at home.

Surveys on technology needs were sent out to parents to assist in identifying the need for internet and wifi hotspots in our community.

CSCISD was awarded ESSER II, III and PPRP - surveys were completed for ESSER III spending on Renaissance learning. ESSER II was utilized for technology devices - based on needs assessment. ESSER I was utilized for personnel.

CSHS: Electronic devices were identified for each campus in order to provide all students the opportunity to access research-based interactive instruction. Last year the campus was equipped with wifi hotspots, hardware, and software. High school teachers and students have access tp interactive panels, webcams, hovercams, and other technology equipment that greatly enhance the learning environment at our campus. Chromebook carts are currently being used throughout the campus for instructional purposes. CSHS encourages teaching strategies that integrate technology effectively into curriculum and instruction to improve learner academic achievement. CSHS continues to upgrade its old technological equipment. New interactive panels have been provided to all core area teachers to replace outdated projectors. Chromebook carts have been gradually updated with new devices. Every student has access to a Chromebook, every student has a Google account, and all teachers have access to Google Classroom. Students are aware of how to navigate GSuite to fit their learning needs. Teachers are required to use Google Classroom and Remind to communicate with students and parents. Instructional materials available online are evaluated for appropriateness and accuracy through usage reports available for online programs (example, Renaissance, Remind, and Edgenuity) Desktops, laptops, iPads, Hovercams, interactive panels, digital marquee, TI nSpire calculators, etc. A variety of technology is available to all students and staff.

CSJH: Touch systems data entry course provides students with a high school credit and local articulation college credit opportunities. TSDE is a recommended prerequisite class for all advance computer courses in the CSHS CTE program. Based on STAAR redesign questions and technology survey, students will need mice and classroom sets of headphones for daily use and as practice for online STAAR tests to improve student achievement. SPED teachers do not have chromebooks or COWs for their classrooms.

CSI: Based on Technology inventory - CSI has a total of 250 chrome books for students and 20 panels and Doc cameras for all core subject teachers. Based on this inventory - there are only 50 mice that are functional - need is for every student on the campus to have one. Also, based on inventory, there are curently 20 headphones that are currently being used - need identified would be for every student on the campus to be able to utlize a set of headphones.

CSE: Il 9 first grade classrooms are provided with an iPad cart of mini iPads. These carts do not have sufficient devices for every student in class and are at least five years old. These

sets of ipads are from another campus that got updated devices therefore handing down extras to the lower grades. The iPads do not have up to date software needed for blended instruction and are too old to install needed software updates. Some of the iPads in the carts are non-functional and have not been replaced therefore 1 to 1 online use is not provided. There are currently 9 first grade teacher laptops and Cleartouch Interactive Boards. There are 5 large iPads available for teacher use therefore we are lacking 4 teacher iPads. We lack up to date ipads, web cameras, microphones, mice, mouse pads, headphones and wireless keyboards in order for distance learning to be successful. More staff development is needed for the integration of technology. 2nd and 3rd grade needs for Hardware needs include the following, but not limited to : webcams, microphones, mice, mouse pads, headphones, Wireless keyboards, Hover cams with scanning and recording capabilities. To prepare for our blended learning experiences, STAAR re-design, student achievement we need to equip our classrooms with the needs identified.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): CSCISD community access to 21st century digital tools is limited due to social economic factors. **Root Cause:** CSCISD lacks a program to measure teacher/student/parents skills on 21st learning.

Priority Problem Statements

Problem Statement 1: 100% of the districts sub populations have not met the academic achievement for the meets level in closing the gaps.

Root Cause 1: Lack of the district's coordination to provide prescriptive interventions.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The district's overall reading scores show that 57% are below grade level.

Root Cause 2: Lack of the district's coordinated effort to understand the science of reading.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 100% of the districts sub populations have not met the academic achievement for the meets level in closing the gaps.

Root Cause 3: Lack of the district's coordination to provide prescriptive interventions.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: CSCISD community access to 21st century digital tools is limited due to social economic factors.

Root Cause 4: CSCISD lacks a program to measure teacher/student/parents skills on 21st learning.

Problem Statement 4 Areas: Technology

Problem Statement 5: Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement.

Root Cause 5: We must determine a better way of encouraging all parents to become more involved

Problem Statement 5 Areas: District Culture and Climate - Parent and Community Engagement

Problem Statement 6: There is a need to actively recruit high quality of teachers throughout our community due to a limited number of teacher applicants.

Root Cause 6: The district needs to strategically increase efforts to recruit teachers of all cultures and ethnicity by growing our own teachers beginning with current high school students and para-professionals. Attracting experienced teachers with a proven record for effectiveness is difficult given the location and the availability of housing.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Ensuring information and data presented is accurate and understandable for individuals in and outside of the organization.

Root Cause 7: Due to social media resources available, need to make sure that all stakeholders have the correct information.

Problem Statement 7 Areas: District Context and Organization

Problem Statement 8: CSHS has 95% of its students enrolled in a CTE program of study which have capstone courses requiring certification exams.

Root Cause 8: Post secondary readiness indicator in State Accountability requires students are provided programs of study that give opportunities to earn Industry-Based Certifications (IBCs).

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Scores are low, which results in a low accountability rating.

Root Cause 9: Not enough professional support in the areas of planning, instruction and classroom management.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: The district has not leveraged diverse stake holders to review current SEL practices.

Root Cause 10: Lack of proactive approach toward SE student needs.

Problem Statement 10 Areas: District Culture and Climate - Curriculum, Instruction, and Assessment

Problem Statement 11: CSCISD is committed to ensure safety and security of all students, parents, and staff.

Root Cause 11: Due to lack of local funding, grants will be submitted and requests will be made to increase safety and security for our district.

Problem Statement 11 Areas: District Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

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

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: CSCISD by 2024 will have all campuses rated at a minimum at a B on state accountability.

Performance Objective 1: Performance Objective: By May 2024 all campuses will develop district wide vertically aligned ELAR & math curricula.
Target: CSCISD will develop a systematic approach to deliver ELAR & Math TEKS across campuses, with an emphasis on all sub-populations.

High Priority

Evaluation Data Sources: STAAR, EOC, TELPAS, PBMAS, TAPR, STAR 360

Strategy 1 Details	Reviews			
Strategy 1: The CSCISD ELAR team will continue to unpack the new TEKS and align the new curriculum in core areas with TEKS Resource System (TRS). Strategy's Expected Result/Impact: By 2023, 60% of all students will be at meets in State Accountability in ELAR. Review at CAT - November 2022 and April 2023. Staff Responsible for Monitoring: Curriculum Office	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Train instructional staff in TEKS Resource System, to include the Year At A Glance Document (YAG) & Instructional Focus Document (IFD) Planning Guide, TEKS Implementation Guides & PK Framework Strategy's Expected Result/Impact: 100% of core teachers will be trained on TRS and utilize the curriculum to drive their instruction. Staff Responsible for Monitoring: Curriculum Director	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Train instructional staff in the Gradual Release of Responsibility Framework. (GRR) Strategy's Expected Result/Impact: 100% of teachers will be trained on GRR framework and will utilize their instructional delivery. Staff Responsible for Monitoring: Curriculum Director	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Implement a lesson plan format to follow the Gradual Release of Responsibility Framework and in conjunction with our Synchronous Instruction Plan for Remote Conferencing up to 20 days per year as per SB 15. Strategy's Expected Result/Impact: 100% of teachers will utilize the lesson plan format to plan asynchronous instruction Staff Responsible for Monitoring: Principals; Curriculum Director, Campus Leadership Team, Instructional Officers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Curriculum Specialists, Campus and district administration will receive and attend professional development. The campus will utilize curriculum specialists to provide coaching and training opportunities for classroom teachers to address closing the achievement gaps for identified students and addressing comprehensive needs assessment. Strategy's Expected Result/Impact: STAAR Results will increase 5% each year as per State Accountability Rating. Staff Responsible for Monitoring: Campus Administration C & I Director Federal Programs Director Funding Sources: Salaries - Title I Part A Allocation - \$232,000, Travel- Instructional Officers (TCEA,CAMT, CAST,ESC 20, TEKSCON,CEC) - Title I Part A Allocation - \$37,000, Travel- Instructional Officers (TTESS Appraiser Certification Training) - Title II - \$4,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Train instructional staff in the writing process to align with the new ELAR TEKS. Strategy's Expected Result/Impact: 100% of ELAR teachers will utilize the strategies to improve g scores on STAAR/EOC Redesign by 10% from the previous year. Staff Responsible for Monitoring: Principals Curriculum Director	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Refresh campus instructional technology devices on a rotating basis and any maintenance that is required on a yearly basis Strategy's Expected Result/Impact: campus technology devices will be maintain annually and refreshed on a rotating basis Staff Responsible for Monitoring: Technology Director Principals Funding Sources: Technology - Local - \$42,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
Strategy 8: Provide tier 2 and tier 3 math and reading intervention and acceleration using Renaissance Learning Suite and Amplify Intervention program. Strategy's Expected Result/Impact: At the end of 2024 school year, student MOY and EOY formal assessment data will show one year's growth in mathematics and reading. Staff Responsible for Monitoring: SPED Director Curriculum and Instruction Director Principals Problem Statements: Student Achievement 1, 2 Funding Sources: Renaissance Suite - ESSER III - \$167,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Provide dyslexia program, Reading by Design to dyslexia students across the district. Strategy's Expected Result/Impact: By the end of 2024 school year, students identified with dyslexia will show one year growth in Reading in their BOY, MOY and EOY formal assessment data. Staff Responsible for Monitoring: SPED Director Principals Problem Statements: Student Achievement 2 Funding Sources: Reading By Design resources - Local - 199 - \$20,000, Miscellaneous Operating Costs - Local - 199 - \$2,000, Travel, Training - Local - 1991 - \$4,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: Provide a supplemental intervention program to close the achievement gaps and meet the challenging state academic standards in reading and math. Strategy's Expected Result/Impact: By June 2024, 75% of students utilizing the IXL and Learning A-Z programs will see at least one grade level increase in math and reading levels. Staff Responsible for Monitoring: Principals SPED Director Problem Statements: Student Achievement 2 Funding Sources: IXL and Learning A-Z - Local - 199 - \$7,156	Formative			Summative
	Nov	Feb	Apr	June

Strategy 11 Details	Reviews			
Strategy 11: Identified and referred students for GT will participate in the Project Based Learning showcase during the school year. Teachers will be provided with staff development and planning time. Students will complete PBL projects to feature on the campus GT web page. Strategy's Expected Result/Impact: 100% of identified gifted and talented students by May of 2022 will e participate in the Fall and Spring PBL showcase. Staff Responsible for Monitoring: Campus Administrators Campus G/T ELA teachers (1st - 6th) and 7th - 12th (Social Studies) Funding Sources: Showcase, supplies, awards - General Fund - \$6,100	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12 Details	Reviews			
Strategy 12: Continue to utilize math supplemental curriculum for grade K-5th). Strategy's Expected Result/Impact: By May 2023, the identified grade levels will achieve 80% of program benchmarks Staff Responsible for Monitoring: Principals Curriculum Director Funding Sources: Sharon Wells - Title I Part A Allocation - \$32,100, Sharon Wells - Travel - Title I Part A Allocation - \$9,276, Pearlized Math - Title I Part A Allocation - \$18,200	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13 Details	Reviews			
Strategy 13: Highly effective staff monitor Credit Recovery/Math lab at JH/HS to assist and provide prescriptive learning paths for students. Strategy's Expected Result/Impact: Provide highly effective staff for students in Credit Recovery for at least 75% of the classes provided. Staff Responsible for Monitoring: Principals Federal Programs Director Funding Sources: Personnel - State Compensatory Education - \$85,000, substitutes - State Compensatory Education - \$6,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 14 Details	Reviews			
Strategy 14: For students in DAEP/ School of Choice staff will instruct students not mastering (CSI/JH/HS). Strategy's Expected Result/Impact: Will assist DAEP/ School of choice staff in working with students not mastering Benchmarks/CBA's in Reading/Math/English/ Algebra I Staff Responsible for Monitoring: DAEP Administrator, Student Services Director Federal Programs Director Principals Funding Sources: Salaries - Wildcat Academy - State Compensatory Education - \$151,616, Substitutes - State Compensatory Education - \$7,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 15 Details	Reviews			
Strategy 15: District and campus administration will utilize programs designated to assist in analyzing data - root cause analysis and comprehensive needs assessment. Strategy will address closing the achievement gaps for identified students. Campus committees will meet to review data and needs assessment. Strategy's Expected Result/Impact: 100% of campuses and district will complete CIP/DIP by October 2023. 100% of campuses and district will upload files to Title I Crates on a monthly basis - overdue reports will be utilized for monitoring. Staff Responsible for Monitoring: Federal Programs Director Campus Administrators Funding Sources: Software - Title I Crates/Plan 4Learning/spanish translation (806 Technologies) - Title I Part A Allocation - \$7,850, ACET Conference - State Compensatory Education - \$6,000, McKinney Vento Conferences/ workshops - TEHCY - \$5,000, Federal Programs Directors Conference/Training - Title I - \$6,000, Needs assessment committee meetings - Title I Part A Allocation - \$6,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 16 Details	Reviews			
Strategy 16: Identified at-risk students will be provided with interventions by identified teachers and para-professionals and provide professional development for teachers, paras and administrators. Strategy will address closing the achievement gaps for identified students Strategy's Expected Result/Impact: 75% of identified at-risk students will receive interventions by June of 2023 and campus administrators and directors will complete SCE Evaluation by June of 2023. Staff Responsible for Monitoring: Campus Administrators Curriculum Director Special Education Director Problem Statements: Demographics 1 - Student Achievement 2 Funding Sources: Paraprofessionals, SCE Interventionists, PreK Teachers, SCE Evaluation Extra-duty pay - State Compensatory Education - \$350,000, CSI Interventionist - Title I Part A Allocation - \$55,000, Instructional Supplies - interventionist - State Compensatory Education - \$15,000, Region 20 PD - Title I Part A Allocation - \$3,600, Substitute pay - State Compensatory Education - \$19,000, Title I Teachers - Title I Part A Allocation - \$250,000, Sstitutes - Title I Part A Allocation - \$30,000, Travel - CSE Interventionist & CSI interventionist - State Compensatory Education - \$12,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 17 Details	Reviews			
Strategy 17: McKinney-Vento Campus Liaisons will monitor the attendance, grades and college readiness of identified students. Strategy's Expected Result/Impact: As a result of monitoring, 90% of McKinney Vento identified students will be on track to graduate with their cohort by June 2023 Staff Responsible for Monitoring: Principal McKinney-Vento liaison/secretary - IO - data/attendance/grades Funding Sources: Travel - Title I Part A Allocation, Professional Development - Title I Part A Allocation, Salaries - tutoring/transportation - Title I Part A Allocation - \$10,000, IO - MV campus liaison - Title I - \$203,000, ARP Homeless grant - clothing, supplies and hygiene items, food - ARP Homeless Grant II - \$42,000, TEHCY - supplies/travel required conferences - TEHCY - \$9,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 18 Details	Reviews			
Strategy 18: New teachers to the district, to include permanent substitutes on an agreement will be part of a research based teacher comprehensive mentor program. First and second year teachers to the district will be part of the comprehensive mentor program. Strategy's Expected Result/Impact: By May of 2024, 100% of new teachers and permanent substitutes on an agreement will be part of the teacher comprehensive mentor program (Riley and Presley Education Associates). Decrease in turnover rate by 2%. MOY and EOY surveys will be completed by mentees and mentors by June of 2024. Staff Responsible for Monitoring: Principals Director of HR Equity Plan Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Mentor Program contract - Title I Part A Allocation - \$16,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 19 Details	Reviews			
Strategy 19: Teachers will be provided with opportunities to maintaining or attaining certification through alternative certification and TExES testing to ensure all staff are meeting highly effective requirements and making every effort to retain. Strategy's Expected Result/Impact: By May of 2021, 100% of teachers will be provided with opportunities to maintaining or attaining certification through alternative certification, and TExES testing to ensure all staff are meeting highly effective require Staff Responsible for Monitoring: Principals Exec. Director of HR	Formative			Summative
	Nov	Feb	Apr	June
Strategy 20 Details	Reviews			
Strategy 20: Develop a systematic approach to deliver Math TEKS across campuses, with an emphasis on all sub-populations. Strategy's Expected Result/Impact: Standardized district wide implementation of math TEKS and the use of TEKS implementation guides to ensure rigor and depth of knowledge. Staff Responsible for Monitoring: Curriculum Director Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 21 Details	Reviews			
Strategy 21: The District Curriculum & Instruction Office will provide Instructional Officer support at all PK-8th campuses Strategy's Expected Result/Impact: Instructional officers will be on campus providing content area support four days per week Staff Responsible for Monitoring: Curriculum Director Funding Sources: Instructional Officers Salary - Title I Part A Allocation - \$150,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 22 Details	Reviews			
Strategy 22: Teachers, students and parents will be surveyed - technology. District and campus staff will be provided with PD to assist students in closing the gaps and supplies needed for instruction due to COVID 19 online virtual instruction. Strategy's Expected Result/Impact: By June 2022, 90% of teachers and students will be evaluated o understand the environmental factors, skills, access levels and classroom factors that shape the impact of technology in a school district using clarity survey Staff Responsible for Monitoring: Principal Technology Director	Formative			Summative
	Nov	Feb	Apr	June
Strategy 23 Details	Reviews			
Strategy 23: Utilize math supplemental curriculum for grades K-5 (Sharon Wells and Pearlized Math) Strategy's Expected Result/Impact: By June 2023, students will score 80% on benchmarks for programs Staff Responsible for Monitoring: Curriculum Director Campus Admin Funding Sources: Sharon Wells - Title I - \$45,000, Pearlized Math - Title I - \$20,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 24 Details	Reviews			
Strategy 24: Provide summer school/extended year for all district students not meeting standards set by district to assist students in closing the gaps for identified at risk students - allow for teacher planning (review of data) of all students attending summer school. Strategy's Expected Result/Impact: 100% of students will continue to receive support /supplies for summer school by June 2023. 100% of teachers will provide a narrative/evaluation of summer school using their data (attendance/pre-post assessment) during the last day of summer school (lunch will be provided to complete all the documentation needed). Staff Responsible for Monitoring: Campus Admins Special Education Director Federal Programs Director Curriculum Director Results Driven Accountability Problem Statements: Demographics 1 - Student Achievement 3 Funding Sources: Personnel (new summer school rate) - Title I Part A Allocation - \$450,000, Personnel (new summer school rate) - State Compensatory Education - \$30,000, Instructional Supplies - State Compensatory Education - \$10,000, Enrichment Supplies - Title I - \$10,000, Teacher Planning - for last day of ss to provide documentation needed - Title I Part A Allocation - \$1,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 25 Details	Reviews			
Strategy 25: A full-time paraprofessional will monitor credit recovery lab at HS to assist students who need prescriptive learning paths. A full-time paraprofessional will monitor math lab at JH to assist students who need prescriptive learning paths. Strategy's Expected Result/Impact: Provide a full-time paraprofessional for at least 75% of classes for credit recovery Staff Responsible for Monitoring: Principal Fed Programs Director Funding Sources: Salaries - State Compensatory Education - \$30,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 26 Details	Reviews			
Strategy 26: Instructional officers will attend professional development and help with planning at both the district and campus level to address closing the achievement gaps for identified students and other core subject areas. Strategy's Expected Result/Impact: By June 2023, district will see an increase of 50% in use of TRS system to assist in classroom instruction and lessons and an overall 5% increase in district STAAR scores. Staff Responsible for Monitoring: Curriculum Director Principals Funding Sources: Travel & Planning time - Title I - \$25,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 27 Details	Reviews			
Strategy 27: Certified bilingual/ESL teachers will be provided stipends to recruit and retain them in the district Strategy's Expected Result/Impact: By June 2023, 100% of Bilingual/ESL staff will be certified to teach our Emergent Bilingual population. Staff Responsible for Monitoring: Bilingual Director HR Director Funding Sources: Personnel Salaries - LCFF - Supplemental	Formative			Summative
	Nov	Feb	Apr	June
Strategy 28 Details	Reviews			
Strategy 28: Teachers will be provided opportunities to maintain or attain certification through alternative certification, GT certification, Bilingual/TEXES testing to ensure all staff are meeting highly effective requirements and making efforts to retain staff Strategy's Expected Result/Impact: By May 2023, 100% of teachers will be provided opportunities to maintain or attain certification requirements Staff Responsible for Monitoring: HR Director GT Director Bilingual Director	Formative			Summative
	Nov	Feb	Apr	June

Strategy 29 Details	Reviews			
Strategy 29: Campus LPAC committees will utilize programs designed to analyze data for specific students to close the achievement gaps; purchase and utilize LAS, the TEA approved instrument for testing qualified students Strategy's Expected Result/Impact: 100% of campuses will utilize LAS for bilingual/ESL testing and Frontline/SuccessEd for LPAC meetings held throughout the school year Staff Responsible for Monitoring: Bilingual Director Funding Sources: LAS testing materials - Bilingual Education - \$2,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 30 Details	Reviews			
Strategy 30: District will hold meetings, trainings and planning sessions in preparation for GT Project Based Learning showcase in the fall and in the spring to display work on PBL projects Strategy's Expected Result/Impact: By March 2023, 100% of GT students will display and interpret their PBL project at the GT Virtual or F2F showcase Staff Responsible for Monitoring: GT Director Curriculum Director Campus Admins Funding Sources: Building Rental Fees - Gifted and Talented - \$250, Supplies and Materials - all campuses - Gifted and Talented - \$12,100, Refreshments/Snacks (showcase) - Gifted and Talented - \$600	Formative			Summative
	Nov	Feb	Apr	June
Strategy 31 Details	Reviews			
Strategy 31: Provide teachers GT 5-day professional development training and 6 hour GT update Strategy's Expected Result/Impact: By August 2023, 100% of teachers needing GT update and full 5-day initial training will be completed Staff Responsible for Monitoring: GT Director Curriculum Director Campus Administrators Funding Sources: GT Training - Gifted and Talented	Formative			Summative
	Nov	Feb	Apr	June

Strategy 32 Details	Reviews			
Strategy 32: CSCISD will continue its SSA with Region 20 ESC for Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement which provides supplemental resources to districts/charters to help ensure that children who are Emergent Bilinguals attain English proficiency at high levels in academic subjects and can meet state achievement performance standards. It is intended to benefit students who are Emergent Bilinguals, including immigrant children and youth. Strategy's Expected Result/Impact: By May 2023, 100% of resources/activities are allocated to ensure ELL students can meet state standards Staff Responsible for Monitoring: Bilingual Director Campus Admins CFO Funding Sources: Title III - Bilingual Education	Formative			Summative
	Nov	Feb	Apr	June
Strategy 33 Details	Reviews			
Strategy 33: Certification testing fee and associated expenses (for Texas ESL and/or bilingual certification tests only; teachers must have been provided training in preparation for these certification tests as part of the comprehensive PD plan) Strategy's Expected Result/Impact: 100% of our teachers in a bilingual/ESL classroom setting will be fully certified by June 2023. Staff Responsible for Monitoring: Bilingual Ed Director Human Resources Director Principal Funding Sources: Bilingual Education Allotment - Bilingual Education - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 34 Details	Reviews			
Strategy 34: Teachers who service bilingual/ESL students will be provided staff development in area of Bil/ESL and SIOP training for sheltered instruction and strategies to help the Bil/ ESL student be successful in L2. Strategy's Expected Result/Impact: By May of 2023,, 100% of those teachers who service Bil/ESL students, will receive professional development to ensure they are following the early exit content-based model of instruction and know how to carry out the most effective strategies. Staff Responsible for Monitoring: Bilingual Ed. Director Principal Funding Sources: Bilingual Ed. Allotment - Bilingual Education - \$3,300	Formative			Summative
	Nov	Feb	Apr	June

Strategy 35 Details	Reviews			
Strategy 35: Instructional Officers will provide training to teachers as indicated by campus needs assessment or campus administration to ensure instruction is delivered appropriately and to increase teacher capacity. Strategy's Expected Result/Impact: By June 2023, 100% of teachers will be trained on programs and software CSCISD utilizes to impart lessons to students whether face-to-face instruction or during remote learning situations Staff Responsible for Monitoring: Curriculum Director Instructional Officers, Principals Funding Sources: Title I (salaries) - Title I Part A Allocation - \$165,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 36 Details	Reviews			
Strategy 36: Bilingual/ESL teachers will receive training on the use of digital technology tools helpful for use in preparation for TELPAS testing Strategy's Expected Result/Impact: By December 2022, all Bilingual/ESL teachers will receive training on the available technology tools/programs (SUMMITK12) to utilize with Emergent Bilingual students in preparation for TELPAS Staff Responsible for Monitoring: Bilingual Director Funding Sources: ESC 20 Training - Bilingual Education - \$0	Formative			Summative
	Nov	Feb	Apr	June
Strategy 37 Details	Reviews			
Strategy 37: District Administrators will receive training on virtual instruction, virtual learning walks, data-informed decision making, innovations, trauma-informed leadership and building and maintaining culture remotely Strategy's Expected Result/Impact: 100% of CSCISD administrators will receive training on leadership by February 2023. Staff Responsible for Monitoring: Curriculum Director Superintendent Funding Sources: ESC training schedule for administrators - Local - \$2,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 38 Details	Reviews			
Strategy 38: CSCISD will purchase paid subscription of SeeSaw for PK-2 grade teachers Strategy's Expected Result/Impact: By May 2023, all teachers will continue to receive training and utilize SeeSaw in PK-2 as their learning management system Staff Responsible for Monitoring: Curriculum Director, Principals, Instructional Officer Funding Sources: Paid Subscription for Licenses for See Saw - Local - \$3,300	Formative			Summative
	Nov	Feb	Apr	June

Strategy 39 Details	Reviews			
Strategy 39: CSCISD will purchase TEKS implementation guides and provide training to teachers for its use in breaking down the TEKS and providing rigor and depth of knowledge to concepts and skills addressed in their lessons Strategy's Expected Result/Impact: By May 2023, 100% of teachers in content areas will utilize TEKS implementation guides to plan their lessons for students in either face to face or remote learning environments Staff Responsible for Monitoring: Curriculum Director Principals Funding Sources: TEKS Implementation Guides - Local - \$1,500	Formative			Summative
	Nov	Feb	Apr	June
Strategy 40 Details	Reviews			
Strategy 40: All CSCISD K-3 teachers and principals will successfully complete Reading Academies as required by HB3 Strategy's Expected Result/Impact: By June 2023, all new K-3 teachers and administrators will complete Reading Academies Staff Responsible for Monitoring: Curriculum Director Funding Sources: Region 20 ESC schedule of training dates - Local - \$20,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 41 Details	Reviews			
Strategy 41: CSCISD will adopt K-3 phonics curriculum that uses systematic direct instruction, incorporates the use of integrated reading instruments, and prioritize the placement of highly effective teachers in K-2. Strategy's Expected Result/Impact: By October 2023, CSCISD K-2 teachers will utilize a phonics curriculum as required by HB 3 Staff Responsible for Monitoring: CSE Principal Curriculum Director Results Driven Accountability - Equity Plan Funding Sources: Phonics Curriculum-Saxon Phonics - Local - \$25,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 42 Details	Reviews			
Strategy 42: All technology software and licensing renewals will be updated on a yearly basis for all campuses and sub groups. Staff Responsible for Monitoring: Technology Director Curriculum Director Funding Sources: Testhound Renewals - Local - \$6,000, Microsoft - Local - \$18,500, Edgenuity Renewal 6-12 (Intermediate \$5000, JH \$20000, HS \$30000) - Local - \$50,000, Eduphoria Renewal \$400 per campus (Lead4ward) - Local - \$1,600, Lead4ward \$400 per campus - Local - \$1,600, Google suite for classrooms (district wide) - Local - \$7,200, See Saw for Schools - Local - \$3,300, Anti-Virus - Local - \$21,000, SchoolMessenger - Local - \$5,239, Content Filter - Local - \$13,046, Funds for Learning E-Rate Manager - Local - \$600, Website Renewal - Local - \$8,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 43 Details	Reviews			
Strategy 43: Bilingual teachers will receive yearly training on topics pertinent to certification and supplies to assist with instruction for all bilingual students. Supplies for required summer school bilingual program (120 hours) will be provided. Headsets for bilingual students will be provided yearly. Staff Responsible for Monitoring: Curriculum Director Funding Sources: \$4000 bilingual headsets; \$600-Summer bilingual program; \$800 per teacher-HS; \$350 per teacher-JH; \$200 per teacher-CSI; \$240 per teacher-CSE (bilingual certified teachers only) - Bilingual Education - \$9,300	Formative			Summative
	Nov	Feb	Apr	June
Strategy 44 Details	Reviews			
Strategy 44: CSCISD will work with Resilient Schools Support Program (RSSP) to ensure recapture of learning loss due to COVID-19 and provide instructional focus through summer school program and 2023-2024 school year curriculum: provide technology devices and programs to C&I staff to review/analyze data to assist in increasing teacher capacity. Strategy's Expected Result/Impact: Literacy and math improvement districtwide for specific sub groups; increase student outcomes by increasing teacher capacity. Staff Responsible for Monitoring: Curriculum Director Principals Curriculum Specialists Funding Sources: TCLAS Grant - Technology Devices - ESSER III - \$15,000, TCLAS Grant - Analytics Dashboard - ESSER III - \$21,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 45 Details	Reviews			
Strategy 45: CSCISD will work with TAMU on Project Victory - a federal grant awarded to ensure literacy based lessons in science instruction occur in bilingual classrooms for 3rd grade cohort in 21-22 school year; 4th grade in 22-23 school year; and 5th grade in 23-24 school year. Training and supplies will be provided by Project Victory and TAMU Strategy's Expected Result/Impact: improved teaching and learning in the area of science at 3rd grade-5th grade bilingual classrooms Staff Responsible for Monitoring: Bilingual/Curriculum Director Elementary and Intermediate Principals Instructional Officers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 46 Details	Reviews			
Strategy 46: Directors, Admins, Teachers and instructional officers will receive training on core area subjects and leadership courses through contracted services with region centers on evidence based strategies to help recapture learning loss and build leadership capacity. Strategy's Expected Result/Impact: improved literacy, math, science and social studies scores Staff Responsible for Monitoring: Curriculum Director Principals Funding Sources: \$5500 per campus - Local - \$22,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 47 Details	Reviews			
Strategy 47: CTE teachers will plan during summer on identified needs to review scope and sequence, review updates on industry-based certifications, unpack the TEKS, and create instructional plans. CTE teachers will review areas of certification for students and plan accordingly, to make sure all certifications and instructional supplies match the industry based certifications. Strategy's Expected Result/Impact: 75% of the CTE teachers will participate in the summer planning to review CCMR student results and plan accordingly. CTE certifications will increase by 10%. Staff Responsible for Monitoring: District CTE Director Campus Principal Campus Lead CTE Teacher Funding Sources: Travel - Campus and District - CTE (Local) - \$7,000, Career Fairs - CSE/CSI/JH/HS - CTE (Local) - \$600, Career Center - CTE (Local) - \$500	Formative			Summative
	Nov	Feb	Apr	June

Strategy 48 Details	Reviews			
Strategy 48: Provide CPI training to appropriate district staff to decrease restraining and disciplinary count. Strategy's Expected Result/Impact: By the end of 2024 school year, the district restraint count will decrease by 10%. Staff Responsible for Monitoring: SPED Director Principals Problem Statements: District Culture and Climate 1 - Curriculum, Instruction, and Assessment 1, 3 Funding Sources: CPI Trainers manual, recipients' manuals - Local - 199 - \$2,675	Formative			Summative
	Nov	Feb	Apr	June
Strategy 49 Details	Reviews			
Strategy 49: Provide staff development training to staff in order to positively impact student achievement. Strategy's Expected Result/Impact: By the end of 2024 school year, student achievement in state assessments will increase to 80%. Staff Responsible for Monitoring: SPED Director Principals Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 50 Details	Reviews			
Strategy 50: Campus, District Administrators and instructional officers will receive professional development on legislative updates, district procedures, and other items as per the information received. Campus and district administrators will be provided time to review all data for STAAR/EOC, plan for a plan for remote conferencing, and data review to include learning loss/gains made. Strategy's Expected Result/Impact: By June of 2023, 85% of students will increase 5% on Benchmark results and STAAR/EOC results. Campus and district administrators will attend PD - will share training - to include agendas/sign-in sheets/evaluation of training, will attend Summit Leadership to review/discuss needs assessment. Staff Responsible for Monitoring: Campus & District Administrators Funding Sources: travel - federal programs/campus admin/summit leadership - Title I Part A Allocation - \$20,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 51 Details	Reviews			
Strategy 51: All campuses will implement acceleration assistance to those students who did not meet standards on state assessments in order to fulfill HB4545. Strategy's Expected Result/Impact: Students will achieve 60% Meets and show improvement in the tested areas of STAAR/ EOC. Staff Responsible for Monitoring: Principals, Curriculum Director, Teachers	Formative			Summative
	Nov	Feb	Apr	June

Strategy 52 Details	Reviews			
Strategy 52: Teachers will participate in the PDSC cooperative through ESC20. Strategy's Expected Result/Impact: 100% of teachers will use Professional Development Series Cooperative by June 2023. Staff Responsible for Monitoring: Curriculum Director Principals Funding Sources: Travel/ Registration - all campuses - General Fund - \$4,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 53 Details	Reviews			
Strategy 53: All campuses will participate in the ESC20 Educational Resources cooperative, GT cooperative , Bilingual and Counselor cooperative. Strategy's Expected Result/Impact: By June 2023, 100% of teachers will utilize the resources within the cooperatives. Staff Responsible for Monitoring: Curriculum Director Principals District Librarian Funding Sources: ESC20 commitment contract - General Fund - \$15,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 54 Details	Reviews			
Strategy 54: Grade 6th-12th will utilize the online Curriculum, Edgenuity, for intervention assistance, credit recovery and STAAR EOC Strategy's Expected Result/Impact: 100% of teachers (6th-12th) will receive training and utilize the online curriculum by June 2023. Staff Responsible for Monitoring: Principals Teachers Curriculum Director Funding Sources: Online Curriculum - General Fund - \$40,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 55 Details	Reviews			
Strategy 55: Carrizo Springs CISD will implement a plan for 100% F2F instruction beginning in the fall of 2022. Strategy's Expected Result/Impact: 100% of all students who are enrolled in our schools will learn through face to face instruction (F2F) Staff Responsible for Monitoring: Principals Curriculum Director Technology Director Student Services Director	Formative			Summative
	Nov	Feb	Apr	June

Strategy 56 Details		Reviews			
Strategy 56: Federal/SCE Programs, At-Risk Counselor/Campus/District Leadership & Family Engagement will receive professional development on federal and state requirements/mandates/ legislative updates, district procedures, and other items to assist campus and district administrators in meeting federal and state requirements and student subpopulations,(Migrant, LEP, at risk, SPED) to close gaps. Training will need to be provided to newly hired secretary in all aspects of the federal and state programs. Strategy's Expected Result/Impact: By June of 2023, all information from professional development will be shared with district and campus administrators - Cabinet Meetings and information, including data and needs assessment presented at Summit Leadership, and conferences attended. Newly hired secretary will receive training in all programs (limited to, any program assigned to the office) to include both federal and state.- Staff Responsible for Monitoring: Federal/SCE Programs Director Funding Sources: Travel/registration/Leadership Summit(include mileage) conference for campus admins and directors - Title I Part A Allocation - \$23,000, Mileage included in all Travel/registration Federal Programs Director/ Family Engagement/ to include new FP secretary - will need to receive training in all aspects of both state and federal programs. Liaisons(s) - Title I Part A Allocation - \$10,000, ACET Conference -(include mileage) - family engagement/at-risk counselor and FP director and New hire (FP secretary - State Compensatory Education - \$6,000, Supplies/resources - State Compensatory Education - \$8,000, Professional Development- Title I training for Campus Admin, Finance/Federal, Curr and Sped Director Directors - Title II - \$11,923		Formative			Summative
		Nov	Feb	Apr	June
Strategy 57 Details		Reviews			
Strategy 57: Provide a data management system to all schools to track compliance of services for SPED, 504, and RTI students. Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, there will be 100% compliance with local, state, and federal regulations. Staff Responsible for Monitoring: SPED Director Problem Statements: Student Achievement 3 Funding Sources: Success ED program - Local - 199 - \$11,360		Formative			Summative
		Nov	Feb	Apr	June
Strategy 58 Details		Reviews			
Strategy 58: All Campus testing coordinators, Curriculum, Technology and Sped Directors will receive training through the Texas Assessment Conference. Strategy's Expected Result/Impact: 100% of CTCs and Directors will be trained on the new and updated testing rules/laws and procedures to be implemented in this year's STAAR/EOC test. Staff Responsible for Monitoring: Principals Curriculum Director Funding Sources: - Title I - \$7,000		Formative			Summative
		Nov	Feb	Apr	June

Strategy 59 Details	Reviews			
Strategy 59: At the request of principals, instructional officers will be available on all campuses on Monday thru Thursday to assist with increasing teacher capacity and work with new teachers or teachers in need of assistance at the campus as designated by the campus leadership.. Strategy's Expected Result/Impact: Roehl Velasquez will be stationed at HS Monday-Wednesday (60%); CSI on Thursday (20%) Margarito Ayala will be stationed at JH Monday (20%), Tuesday-Thursday (60%) Christy Ward will be stationed at CSE Monday to Thursday (80%) Friday (20%) they will be at the Admin Office Funding Source will be provided by Federal Program Office Staff Responsible for Monitoring: C & I Director Principals Federal Program Director Funding Sources: - Title I	Formative			Summative
	Nov	Feb	Apr	June
Strategy 60 Details	Reviews			
Strategy 60: The purchase of new computers, document cameras, wi-fi hotspots, printers, mice, headphones, mice pads and other related peripherals and resources (mice, headphones, mice pad) necessary to address the needs of teachers and students in order to improve student achievement.. Strategy's Expected Result/Impact: By June of 2023, 100% of students and teachers will have access to technology and resources to maximize digital and print opportunities and STAAR re-design. Staff Responsible for Monitoring: Campus Administrators Federal Programs Director Funding Sources: Title V - for all campuses (supplies/resources/programs) - Title V	Formative			Summative
	Nov	Feb	Apr	June
Strategy 61 Details	Reviews			
Strategy 61: Provide sensory rooms in all campuses to support SPED students academic and social development. Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, special education students will improve in their academic and social skills by a 5% decrease in negative behaviors. Staff Responsible for Monitoring: SPED teachers principals SPED Director Problem Statements: District Culture and Climate 1 - Curriculum, Instruction, and Assessment 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 62 Details	Reviews			
Strategy 62: Provide Special Olympics participation opportunities to our SPED students, ensuring they will have necessary attire, and meals. Strategy's Expected Result/Impact: By May 2024, 100% of qualifying SPED students will participate in Special Olympics. Staff Responsible for Monitoring: SPED teachers principals SPED Director Funding Sources: Special Olympics attire, meals - Local - 199 - \$6,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 63 Details	Reviews			
Strategy 63: K-2 Literacy Initiative: ESC20 will be working with our bilingual teachers doing classroom observations and attendance at PLC's to create and monitor K-2 Literacy Plan. Strategy's Expected Result/Impact: Stronger foundational skills in reading for bilingual students in acquiring L2 effectively and increase teacher capacity in utilizing the early exit transition model Staff Responsible for Monitoring: Elementary Principal C&I Director Funding Sources: - General Fund	Formative			Summative
	Nov	Feb	Apr	June
Strategy 64 Details	Reviews			
Strategy 64: As per HB3, K-3 New Teachers and Administrators will attend Reading Academies during the 23-24 school year. Strategy's Expected Result/Impact: Texas Reading Academies support teacher knowledge and implementation of evidence-based practices based on the Science of Teaching Reading (STR), to positively impact student literacy achievement. Reading Academies were intentionally designed to provide choice in implementation to meet local needs and priorities. Staff Responsible for Monitoring: Curriculum Director Principal-Elementary campus Funding Sources: - State Compensatory Education - \$21,000	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 100% of the districts sub populations have not met the academic acheivement for the meets level in closing the gaps. Root Cause: Lack of the district's coordination to provide prescriptive interventions.

Student Achievement

Problem Statement 1: CSHS has 95% of its students enrolled in a CTE program of study which have capstone courses requiring certification exams. **Root Cause:** Post secondary readiness indicator in State Accountability requires students are provided programs of study that give opportunities to earn Industry-Based Certifications (IBCs).

Problem Statement 2: The district's overall reading scores show that 57% are below grade level. **Root Cause:** Lack of the district's coordinated effort to understand the science of reading.

Problem Statement 3: 100% of the districts sub populations have not met the academic achievement for the meets level in closing the gaps. **Root Cause:** Lack of the district's coordination to provide prescriptive interventions.

District Culture and Climate

Problem Statement 1: The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause:** Lack of proactive approach toward SE student needs.

Staff Quality, Recruitment, and Retention

Problem Statement 1: There is a need to actively recruit high quality of teachers throughout our community due to a limited number of teacher applicants. **Root Cause:** The district needs to strategically increase efforts to recruit teachers of all cultures and ethnicity by growing our own teachers beginning with current high school students and para-professionals. Attracting experienced teachers with a proven record for effectiveness is difficult given the location and the availability of housing.

Curriculum, Instruction, and Assessment

Problem Statement 1: Scores are low, which results in a low accountability rating. **Root Cause:** Not enough professional support in the areas of planning, instruction and classroom management.

Problem Statement 3: The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause:** Lack of proactive approach toward SE student needs.

Goal 2: CSCISD by 2024 will leverage financial resources to close the performance gaps by achieving a scale score of 80 on Domain 3 in State Accountability.





Performance Objective 1: All state, federal, and grant funds will be strategically managed to meet the instructional needs of all students and special populations.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Provide training on the components for an effective school for administration, faculty and staff Strategy's Expected Result/Impact: STAAR scores at each campus in district will be an 80% or better on the accountability report in the areas of reading and math Staff Responsible for Monitoring: Principal Equity Plan	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: District finance officials will support campuses on managing campus budgets and provide training if needed. Strategy's Expected Result/Impact: By June of 2023, all campus staff will be provided with support on managing campus budgets - provide sign-in sheet and agendas. Staff Responsible for Monitoring: Director of Finance.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: District finance officials will guide campuses to monitor campus activity funds within program guidelines and financial protocols. Strategy's Expected Result/Impact: By January of 2023, 100% of staff will be given guidance on how to monitor campus activity funds, guidelines, and a copy of agenda and sign-in sheets will be kept. Staff Responsible for Monitoring: Director of finance	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: CSCISD will complete income survey for 100% of the student population to determine economically disadvantaged population Strategy's Expected Result/Impact: Completion of survey to determine free and reduced lunch Staff Responsible for Monitoring: Food and nutrition director and CFO Funding Sources: Nutrilink - Local - \$2,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Provide sufficient office equipment and supplies to SPED department to successfully meet the local, state, and federal legal obligations. Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 100% of required documents will be in compliance. Staff Responsible for Monitoring: SPED Director Problem Statements: Demographics 1 Funding Sources: Office management equipment and supplies for SPED Dept & campuses - Local - 199 - \$6,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Provide initial evaluations and re-evaluations to students to help them meet and exceed academic standards. Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 100% of students evaluated will receive appropriate instructional services and setting. Staff Responsible for Monitoring: SPED Director Problem Statements: Student Achievement 3 Funding Sources: OT & PT evaluations and re-evaluations - Local - 199 - \$75,000, LSSP evaluations & re-evaluation - Local - 199 - \$48,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Provide low vision evaluation and travel to students to help them meet and exceed academic goals. Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 100% of students evaluated will receive appropriate instructional services and setting. Staff Responsible for Monitoring: SPED Director Problem Statements: Student Achievement 3 Funding Sources: - Local - 199 - \$50,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
Strategy 8: Provide AI and VI services to students to increase student achievement. Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 100% of AI and VI students will be served in the appropriate instructional setting and student achievement will increase by 10% in state assessments. Staff Responsible for Monitoring: SPED Director Problem Statements: Student Achievement 3 - District Culture and Climate 1 - Curriculum, Instruction, and Assessment 3 Funding Sources: MOU agreement, travel - Local - 199 - \$70,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Provide Child Find ads in local newspaper, and agencies to meet district obligation of identifying students who may need special education services from birth -21 years old. Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, the district will be 100% in compliance with state/federal regulations. Staff Responsible for Monitoring: SPED Director Problem Statements: District Context and Organization 2 Funding Sources: Ads, fliers - Local - 199 - \$800	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: Provide Medicaid/SHARS reimbursement for students eligible to receive services as stated in their IEP. Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, school services provided through Medicaid/SHARS will allow Medicaid eligible students to increase student achievement by 10% in state assessments. ' Staff Responsible for Monitoring: SPED Director Problem Statements: Student Achievement 3 Funding Sources: Medicaid eligibility - Local - 199 - \$5,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 11 Details		Reviews			
Strategy 11: Develop a remote conferencing plan to recover attendance for those students who must learn from home to a temporary medical condition. Strategy's Expected Result/Impact: Students will be able to recover 100% attendance if they have to stay home temporarily due to a documented medical condition by June 2023. Staff Responsible for Monitoring: Principals Teachers Attendance Clerks Instructional Officers Curriculum Director PEIMS/CFO		Formative			Summative
		Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 100% of the districts sub popluations have not met the academic acheivement for the meets level in closing the gaps. Root Cause: Lack of the district's coordination to provide prescriptive interventions.
Student Achievement
Problem Statement 3: 100% of the districts sub popluations have not met the academic achievement for the meets level in closing the gaps. Root Cause: Lack of the district's coordination to provide prescriptive interventions.
District Culture and Climate
Problem Statement 1: The district has not leveraged diverse stake holders to review current SEL practices. Root Cause: Lack of proactive approach toward SE student needs.
Curriculum, Instruction, and Assessment
Problem Statement 3: The district has not leveraged diverse stake holders to review current SEL practices. Root Cause: Lack of proactive approach toward SE student needs.
District Context and Organization
Problem Statement 2: Ensuring information and data presented is accurate and understandable for individuals in and outside of the organization. Root Cause: Due to social media resources available, need to make sure that all stakeholders have the correct information.

Goal 3: CSCISD by 2024 will develop and implement a systematic Social Emotional Learning (SEL) process to contribute to student academic and personal success through a framework based on the 5 CASEL competencies.

Performance Objective 1: Develop and execute a District Plan for systemic SEL implementation

High Priority

Evaluation Data Sources: survey results
discipline reports

Strategy 1 Details	Reviews			
Strategy 1: The district SEL team will be established with representation from each campus and central office and community. Strategy's Expected Result/Impact: The team will meet in September to establish roles and responsibilities and set schedules. Staff Responsible for Monitoring: C & I and Student Services Director will lead the district team.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Investigate SEL practices to identify and gain an understanding of curriculum components. Strategy's Expected Result/Impact: Identify districts strengths and weaknesses using the CASEL framework. Staff Responsible for Monitoring: District SEL team will monitor.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The district team will train the staff in utilizing the CASEL framework and provide mental health training opportunities for teachers at each campus. Strategy's Expected Result/Impact: The district will train the campus administrators and support staff. Staff Responsible for Monitoring: District SEL team.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Campus counselors will receive technical support in developing a comprehensive school counseling program, to include meeting the needs of all students in the areas of mental health conditions and substance abuse, use of grief-informed and trauma-informed interventions, practices, crisis management, and suicide prevention strategies, bullying and violence resolution and conflict resolution. Strategy's Expected Result/Impact: By June of 2023, 100 % of the comprehensive counseling program will be completed. Staff Responsible for Monitoring: Principals Curriculum Director	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: District and campus staff will be updated on 1) Violence Prevention, suicide, dating violence, bias training and sexual harassment prevention. 2) Bullying Prevention 3) Sexual Harassment was required & provided to staff members. Strategy's Expected Result/Impact: By June of 2024 the District staff will be updated on the website links for: 1) Violence Prevention: Centers for Disease Control which includes suicide, dating violence and sexual harassment prevention. 2) Bullying Prevention including a link for anonymous reporting.. 3) Online training for Suicide Prevention and Sexual Harassment was required & provided to staff members in September. Sign-In Sheets and Agendas 4. Reporting procedures and guidelines for students that are victims of dating violence: Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy. Staff Responsible for Monitoring: HR Director Student Services Director Curriculum Director - counselors Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Pregnancy Related Services will be provided to students both on/off campus support and Comprehensive Education Home Instruction. Strategy's Expected Result/Impact: By June of 2024, 100% of Pregnancy Related Services that include on/off campus support and Comprehensive Education Home Instruction to pregnant students during pregnancy, prenatal, and postpartum periods to help them adjust academically, mentally, and physically to stay in school Staff Responsible for Monitoring: Campus Administrator Federal Programs Director Problem Statements: Demographics 1 Funding Sources: Supplemental Pay - State Compensatory Education - \$4,000, Travel - State Compensatory Education - \$1,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: *Send notices to parents when a student has 3 absences - *After (5) "parent excuse" notices - principal will have discretion to determine if excuse is (excused or unexcused) - meeting with parent may be held as well Strategy's Expected Result/Impact: By May 2024, 100% of all parents will have received the following: *Send notices to parents when a student has 3 absences - *After (5) "parent excuse" notices - principal will have discretion to determine if excuse is (excused or unexcused) - meeting with parent may be held as well Staff Responsible for Monitoring: Campus Attendance Committee, Principals, Truancy Officer, Attendance Clerks, Counselors	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Parents will have be provided with open communication through (ex. Remind, Flyers/notes sent home) informing parents about parental meetings to increase parental involvement .According to the Parental involvement policies, the school district will outreach to parents through posting upcoming Parent and Family Engagement Events in the newspaper. Strategy's Expected Result/Impact: By June 2024, 75% of the parents/families will be signed up and using the Remind message and invitations/flyers (using TransAct will be sent out to parents). Staff Responsible for Monitoring: Principals, CSCISD Federal Programs Service Coordinator Problem Statements: Demographics 1 Funding Sources: flyers/notes home - Title I Part A: Parent Involvement - \$5,000, TransAct - Title I Part A: Parent Involvement - \$4,572, Newspaper - Title I Part A: Parent Involvement - \$1,000	Formative			Summative
	Nov	Feb	Apr	June





Strategy 9 Details		Reviews			
<p>Strategy 9: By May of 2024, 100% of CSCISD campuses will implement a minimum of 4 family Nights along with all other required meetings such as (Title 1, STAAR nights, report card conferences/night, etc.) that will focus on fun hands on activities that they can do with their children at home. Each family event will provide parents with a light meal. According to the School-Parent Compact and the School Parental Involvement Policy Documentation and Evaluation checklist, we are required to post the school compact and parental involvement policies in the newspaper. CSCISD Federal Programs Service Coordinator is responsible for visiting with the different campuses to provide support and assist in any way possible Childcare and transportation will be provided for these events. FPSC will attend training/conferences to assist all campuses and district with family engagement.</p> <p>Strategy's Expected Result/Impact: By June of 2024 there will be a 10% increase in parent participation at parent and family engagement events.</p> <p>Staff Responsible for Monitoring: Federal Programs Service Coordinator</p> <p>Problem Statements: District Culture and Climate 2 - Parent and Community Engagement 1</p> <p>Funding Sources: books and supplies - Title I Part A: Parent Involvement - \$4,000, para-professionals (Childcare & transportation) - Title I Part A: Parent Involvement - \$3,000, personnel salaries - Title I Part A: Parent Involvement - \$55,000, food - Local - 199-61 - \$1,500, newspaper announcements for the school-parent compact, the parental involvement policies, and upcoming events for parent and family engagement. - Title I Part A: Parent Involvement - \$2,500, Travel - Title I Part A Allocation - \$5,000, Supplies/resources for family engagement events - Title V - \$2,000</p>		Formative			Summative
		Nov	Feb	Apr	June
Strategy 10 Details		Reviews			
<p>Strategy 10: McKinney Vento District Liaison will attend training to provide assistance to identified students</p> <p>Strategy's Expected Result/Impact: 100% of McKinney Vento students will be serviced with tutoring, school supplies, back packs, student assessment - college level entrance, dual credit, and transportation.</p> <p>Staff Responsible for Monitoring: CSCISD McKinney Vento Liaison</p> <p>Problem Statements: Demographics 1 - District Culture and Climate 2 - Parent and Community Engagement 1</p> <p>Funding Sources: * transportation *tutoring *College Readiness. *monitor attendance * school supplies. *College fees *TSI test fees (TEXSHIP funds) - Title I Part A Allocation - \$9,000, *travel/conferences - TECHY Grant - \$12,000, Clothing, School Supplies, Hygiene Items - ARP Homeless Grant II - \$21,378, Supplies as per allowable(s) for ARP Homeless Grant I - ARP Homeless Grant I</p>		Formative			Summative
		Nov	Feb	Apr	June

Strategy 11 Details	Reviews			
Strategy 11: By June of 2024 the Federal Programs Service Coordinator will offer three summer parent and family engagement spectaculars.(1 for elementary Pre-K-6th & 1 for Secondary 7th-12th Grade) A target increase of 10% from the previous summer spectacular parent participation. The spectacular will offer hands on activities that parents can take home and work with their child at home throughout the summer. Strategy's Expected Result/Impact: By June of 2024, there will be an increase parent participation by 10% from last year. Staff Responsible for Monitoring: Federal Programs Service Coordinator Problem Statements: Student Achievement 2 - District Culture and Climate 2 - Parent and Community Engagement 1 Funding Sources: assist parents with opportunities to learn hands-on activities that can help their children learn at home - Title I Part A: Parent Involvement - \$3,000, book author - Title I Part A: Parent Involvement - \$2,000, professional employee salaries - Title I Part A: Parent Involvement - \$5,000, supplies - Title I Part A: Parent Involvement - \$250, attraction - Title I Part A: Parent Involvement - \$500, Food - Local - 199-61 - \$500	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12 Details	Reviews			
Strategy 12: The Federal Programs Coordinator (supplemental) will work with school personnel, parents and students. Strategy's Expected Result/Impact: By November 2023 Federal Programs Coordinator will set-up a calendar (web site)to provide training/meetings for both parents and students - increase from 50 - 75%. Staff Responsible for Monitoring: Campus Administrator Federal Programs Director Federal Programs Coordinator Problem Statements: District Culture and Climate 2 - Parent and Community Engagement 1 Funding Sources: supplies - Title I Part A: Parent Involvement - \$3,000, training - Title I Part A: Parent Involvement - \$27,000, travel to campus visits - Title I Part A: Parent Involvement - \$1,500, snacks - Local - \$200, Family engagement room - furniture/technology devices - Title I Part A Allocation - \$75,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13 Details	Reviews			
Strategy 13: Campuses will have campus presentations and activities in October for National Bullying Prevention month. See attached addendums district's board policy FFI (Legal) and FFI (Local). Strategy's Expected Result/Impact: By August 2022, 100% of campuses in the district will have presentations and activities on bullying prevention during October 2022 National Bullying Prevention Month. Staff Responsible for Monitoring: Campus Admins Curriculum Director Funding Sources: Activities on Bullying Prevention - General Fund	Formative			Summative
	Nov	Feb	Apr	June

Strategy 14 Details		Reviews			
Strategy 14: As per HB1026, CSCISD must adopt a character education program that includes the following positive character traits: courage; trustworthiness, including honesty, reliability, punctuality, and loyalty; integrity, respect and courtesy; responsibility, including accountability, diligence, perseverance, and self-control; fairness, including justice and freedom from prejudice; caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity; good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law; and school pride and gratitude Strategy's Expected Result/Impact: By May 2021, CSCISD will select a character education program and shall consult with a committee selected by the district that consists of: (1) parents of district students; (2) educators; and (3) other members of the community Staff Responsible for Monitoring: District Directors Campus Admins Funding Sources: Character Education Program - General Fund		Formative			Summative
		Nov	Feb	Apr	June
Strategy 15 Details		Reviews			
Strategy 15: CSCISD will provide training/ Professional development for parents serving on the Campus/District Parent and Family Engagement Advisory Board to assist in building capacity for the district. The District Parent and Family Engagement Advisory Board will meet 4 times during the year - at different times. Strategy's Expected Result/Impact: The parents and CSCISD Federal Programs Service Coordinator will learn how to recruit new parents to attend parent and family engagement events along with learning what strategies other school implement to recruit their parents. DPAC will review twice a year ESSA expenditures and review/evaluate family engagement. Staff Responsible for Monitoring: Federal Programs Service Coordinator Problem Statements: Demographics 1 - District Culture and Climate 2 - Parent and Community Engagement 1 Funding Sources: Travel for parents (meals, registration, hotel) - Title I Part A: Parent Involvement - 211-61-6299 - \$1,500, Travel for CSCISD Federal Programs Service Coordinator (meals, registration, hotel) - Title I Part A: Parent Involvement - 211-61-6299 - \$1,500, Light Meal for District Parent Meeting - LCFF - Base - \$500		Formative			Summative
		Nov	Feb	Apr	June
Strategy 16 Details		Reviews			
Strategy 16: Each campus will be assigned a campus police officer. Strategy's Expected Result/Impact: Campus police officers will follow all rule and regulations related to working in a school setting. Staff Responsible for Monitoring: District Chief of Police Executive Director of Safety and Security		Formative			Summative
		Nov	Feb	Apr	June

Strategy 17 Details	Reviews			
Strategy 17: By July of 2024, the school safety and security grant along with local funds will allow for all campuses to have a safe and secure learning for all students by purchasing items as per grant requirements. Strategy's Expected Result/Impact: 100% of grant requirements will be purchased by June of 2024. Review/Result will take place at DAT/CAT meetings of grant requirements. Grant extended by TEA. Staff Responsible for Monitoring: Executive Director of Student Services. Executive Director of Finance Chief of Police Technology Director Transportation and Maintenance Director. Problem Statements: District Context and Organization 1 Funding Sources: Door-locking system, bullet proof glass, security sytems that monitor and record school entrances, exits and hallways - School Safety and Security Grant - \$200,000, - LCFF - Base - \$3,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 18 Details	Reviews			
Strategy 18: By July of 2024, the CSCISD will implement digital surveys for the following: Beginning of Year, (BOY), Middle of Year (MOY), and End of Year (EOY) student, parent ,and teacher compacts Parent and Family Engagement Family Night Events will be held at their respective campus. Strategy's Expected Result/Impact: 100% of surveys for Parent and Family Engagement events will be digital. Staff Responsible for Monitoring: Federal Programs Service Coordinator Problem Statements: District Culture and Climate 2 - Parent and Community Engagement 1 Funding Sources: Ipads, cart(s), screen protectors, and IPAD covers - Title I Part A: Parent Involvement - \$15,000, IPAD Pro, screen protector, and case - Title I Part A: Parent Involvement - 211-61 - \$1,400	Formative			Summative
	Nov	Feb	Apr	June
Strategy 19 Details	Reviews			
Strategy 19: Elementary teachers will receive training and utilize Quaver SEL curriculum to provide social emotional learning lessons each week for students in PK-5 Strategy's Expected Result/Impact: By May 2023 teachers will include a social-emotional lesson each week with their students, and it will be reflected in their lesson plan Staff Responsible for Monitoring: Principals Elementary Counselors C & I Director Funding Sources: - General Fund - \$4,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 20 Details	Reviews			
Strategy 20: Secondary teachers will receive training and utilize Purpose Prep SEL component of Edgenuity online curriculum to provide social emotional learning lessons each week for grades 6-12. Strategy's Expected Result/Impact: By May 2023, teachers will include a social-emotional lesson each week with their students, and it will be reflected in their lesson plan Staff Responsible for Monitoring: Principals Counselors (6th-12th) C & I Director Funding Sources: Edgenuity- Purpose Prep (6th-12th) - General Fund - \$10,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 21 Details	Reviews			
Strategy 21: All (4 for each campus) Parent and Family Engagement events will be offered through multiple media platforms at the same time ,to include but not limited to Zoom and on the CSCISD Parent and Family Engagement Facebook Group. - to upgrade or design a district family engagement room for all parents to provide different types of training for our parents.. Strategy's Expected Result/Impact: By June 2024, Parent and Family Engagement events will be presented to parents face-to-face, with a 10% increase. Family engagement room will be completed by July to start offering training in August of 23 with an expected baseline increase of 3%. Staff Responsible for Monitoring: CSE Campus Administrator Federal Programs Service Coordinator Problem Statements: District Culture and Climate 2 - Parent and Community Engagement 1 Funding Sources: Supplies for family engagement to include technology - Title I Part A Allocation - \$25,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 22 Details	Reviews			
Strategy 22: From September 1, 2022, to June 1, 2023, each campus in the district will have access to a district at-risk counselor who will work with identified at-risk students 1 to 2 times per week (minimum (475 minutes per week). Strategy's Expected Result/Impact: By June of 2023, the at-risk counselor will positively impact the 20 at-risk students who are at risk of dropping out of school, assigned to her at each campus each quarter for the 22-23 school year by keeping documentation on number or percentage of meetings?. Staff Responsible for Monitoring: Campus Principals Funding Sources: - State Compensatory Education	Formative			Summative
	Nov	Feb	Apr	June

Strategy 23 Details	Reviews			
Strategy 23: Obtain and utilize a research-based a social & emotional learning curricula and professional learning service that will positively impact student belonging, engagement and well-being and result in student academic achievement. Strategy's Expected Result/Impact: By June 2023, there will be a 25% decrease in the number of SEL visits to the counselors Staff Responsible for Monitoring: Campus Administrator (High School) Campus Counselors Curriculum Director Funding Sources: SEL Programs - Title V - \$12,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 24 Details	Reviews			
Strategy 24: By June of 2024 , there will be a 5% increase in parent attendance for trainings and conferences. Strategy's Expected Result/Impact: A 5% increase in attendance for trainings and conferences Parents will present learned information at DPAC meetings Review of agenda , minuets and sign in sheets. Staff Responsible for Monitoring: Federal Programs director Problem Statements: District Culture and Climate 2 - Parent and Community Engagement 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 25 Details	Reviews			
Strategy 25: Students (grades 3-12th) will participate in a student fitness program, and be evaluated on their performance. Strategy's Expected Result/Impact: By June of 2024 - 100% of 3rd - 12th grade students will participate in the Fitness Gram, review of student academic performance, attendance rates. SHAC Committee will review results at the end of the year. Staff Responsible for Monitoring: Campus Administrator PE Teacher Athletic Director Problem Statements: Student Achievement 3	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 100% of the districts sub popluations have not met the academic acheivement for the meets level in closing the gaps. Root Cause: Lack of the district's coordination to provide prescriptive interventions.

Student Achievement
<p>Problem Statement 2: The district's overall reading scores show that 57% are below grade level. Root Cause: Lack of the district's coordinated effort to understand the science of reading.</p> <p>Problem Statement 3: 100% of the districts sub popluations have not met the academic achievement for the meets level in closing the gaps. Root Cause: Lack of the district's coordination to provide prescriptive interventions.</p>
District Culture and Climate
<p>Problem Statement 2: Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement. Root Cause: We must determine a better way of encouraging all parents to become more involved</p>
Parent and Community Engagement
<p>Problem Statement 1: Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement. Root Cause: We must determine a better way of encouraging all parents to become more involved</p>
District Context and Organization
<p>Problem Statement 1: CSCISD is committed to ensure safety and security of all students, parents, and staff. Root Cause: Due to lack of local funding, grants will be submitted and requests will be made to increase safety and security for our district.</p>

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,240,646.00

Total FTEs Funded by SCE: 23.1

Brief Description of SCE Services and/or Programs

SCE Provides personnel at each campus, from para-professional to intervention teachers, Math Lab Teachers, Credit Recovery and DAEP/School Of Choice at the Wildcat Academy. Extra duty pay for Extended day is funded as well as transportation. Intervention teachers utilize programs for their at-risk identified students.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
AC	PK Aide	0.1
BGARZA	CSI INT PARA	1
CSALINAS	INTERVENTIONIST	1
DHERNANDEZ	DAEP/OC	1
DMUNOZ	K/1ST INTERVENTIONIST	1
DORTIZ	para-professional - CSI intervention	1
DRUIZ	para-professional	1
ISCHELL	PARA-INTERVENTION	1
JBETANCOURT	DAEP TEACHER	1
JCRUZ	PK TEACHER	0.5
JHAWKINS	SOC	1
JRH	School of Choice	1
lcontreras	para-professional 2nd grade	1
MCRUZ	para-professional CSI Intervention	1
MECASTRO	PK AIDE	1
MGONZALEZ	CSE PARA	1
MVILLARREAL	CSE PARA	1
OCENICEROS	PARA-DAEP	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
PRODRIGUEZ	para-professional 1ST grade	1
PV	3rd Grade Aide	1
RESCAMILLA	CREDIT RECOVERY PARA	1
ROROZCO	HS PARA	1
SJ MARTINEZ	PK TEACHER	1
Sylvia Perez Hiltz	Reading Plus Lab	1
VRUBALCAVA	PK TEACHER	0.5

Title I

2.1: Campus Improvement Plan developed with appropriate stakeholders

CAT teams meet four times per year at each campus to review CIP and make needed adjustments.

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

CIP is posted on the district website on the required postings link.

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

At risk counselor is needed to help service at-risk population at each campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dorie Costilla	Math Lab	Title I	1
EGONZALEZ	Instructional Officer	Title I	1
Evelyn Castro	Federal Programs Service Coordinator	Title I	1
Jody Bullard	Math Lab	Title I	1
Kayla Hernandez	Math Lab	Title I	a
MAYALA	Instructional Officer	Title I	1
MMENDIOLA	JH MATH LAB	TITLE 1	1
NGALAN	FP SEC	Title 1	1
RVELASQUEZ	Instructional Officer	Title I	1
SCURIEGAS	FP DIRECTOR	TITLE 1	.50
Shari John	Math Lab	Title I	1
SJHERRERA	MATH LAB	TITLE I	1
VACANT	INT TEACHER - CSI	TITLE 1	1

2020-2021 Social Emotional Learning Committee

Committee Role	Name	Position
District-level Professional	Maria Villarreal	C & I Director
Non-classroom Professional	Anna Morones	Counselor-CSE
Non-classroom Professional	Roxanne Miranda	Counselor-HS
Non-classroom Professional	Melissa Garza	Counselor-JH
Non-classroom Professional	JoAnn Sosa	Counselor-CSE
Non-classroom Professional	Alicia DeLeon	Counselor-CSI
Non-classroom Professional	Nydia Rodriguez	Counselor-HS
Non-classroom Professional	Ashton Ponce	CCMR Coordinator
Non-classroom Professional	krystal Zamora	RSSP Data Fellow
Administrator	Michelle Gonzalez	HS principal
Administrator	Oralia Paulino	JH principal
Administrator	Monique Gonzalez	CSI principal
Administrator	Veronica Garcia	CSE principal
District-level Professional	Angelica Doak	SpEd Director
District-level Professional	SOFIA MORONES	HR Exec. Director
District-level Professional	Marco Mendez	Technology Director
Chief of Police-Carrizo Springs CISD	Hugo Garza	Chief of Police - District

District Family Engagment Committee

Committee Role	Name	Position
Administrator	Sandra Uriegas	Federal Programs Director
District-level Professional	Evelyn Castro	Federal Programs Service Coordinator
Administrator	Angelica Doak	Special Ed Director
Administrator	Elisa Martinez	CSI Assistant Principal
Administrator	Michelle Gonzalez	HS Principal
Administrator	Monique Gonzalez	CSI Principal
Administrator	Veronica Garcia	CSE Principal
Administrator	Oralia Paulino	JH Principal
Parent	Jessica Panalez	Parent
Parent	Angie Muzquiz	Parent
Parent	Margarita Rodriguez	Parent
Parent	Monique Lira	Parent
Parent	Josie Chapman	Parent
Parent	Odulia Ortiz	Parent
Parent	Elena Sulaica	Parent
Parent	Joanna Costilla	Parent
Parent	Bettina Diaz	Parent
Parent	Angie Rios	Parent
Parent	Joann Ortiz	Teacher
Paraprofessional	Debbie Ortiz	Para-professional
Parent	Maria Elena Briseno	Parent
Classroom Teacher	Elizabeth Gonzalez	Teacher
Classroom Teacher	Marisol Cardenas	Teacher
Community Representative	Michael Uriegas	Community Rep
Parent	Vicky Keen	parent
Parent	Dulce Garcia	parent
Parent	Ana Diaz	parent

Committee Role	Name	Position
Parent	Corina Puente	parent
Community Representative	Lora Sartuche	community member
Community Representative	Ruth Ceniseros	Violence Prevention Coordinator DCSO
Community Representative	Lucie Gonzalez	head start representative
Community Representative	Roy Ortiz	Housing authority representative
Community Representative	Nichole Cody	Belong foster care coordinator
Community Representative	Minerva Bernal	Adult Education
Administrator	Juan Vela	Nutrition coordinator CSCISD
Administrator	Alejandro Orosco	Transportation director
Classroom Teacher	Ashton Ponce	CTE
Classroom Teacher	Gonzalez Pricilla	CTE
Community Representative	Sylvia Barrera	community member
Parent	Ysenia Alfaro	parent SPED
Parent	Rose Anna Garcia	SPED Parent
Parent	Assalia Garcia	SPED Parent
Parent	Amanda Santos	SPED Parent

District Advisory Team

Committee Role	Name	Position
District-level Professional	Maria Villarreal	Executive Director for Curriculum and Instruction
Classroom Teacher	Shari John	Math Teacher JH-GLC
Classroom Teacher	Jody Bullard	Math Teacher-JH
Classroom Teacher	Dalia Barrera	Teacher-CSE
Non-classroom Professional	Dr. Roxanne Miranda	Counselor-HS
District-level Professional	Sofia Morones	Executive Director of Human Resources
Classroom Teacher	Twighla Tollett	Teacher - CSE
Administrator	Monique Gonzalez	Campus Principal - CSI
Administrator	Joey Cantu	Assistant Principal - CSJH
Administrator	Veronica Garcia	Elementary Principal
Classroom Teacher	Evelyn Martinez	Teacher- CSI
Classroom Teacher	Richard Gatica	Teacher-CSI (Emergent Bilingual)
Classroom Teacher	Tony Sanchez	Teacher- HS
Classroom Teacher	Rosalinda Betancourt	Teacher- HS
Parent	Marcela Meadows	Parent
Community Representative	Odulia Ortiz	Parent

District Funding Summary

CTE (Local)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	47	Career Fairs - CSE/CSI/JH/HS		\$600.00
1	1	47	Travel - Campus and District		\$7,000.00
1	1	47	Career Center		\$500.00
Sub-Total					\$8,100.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Showcase, supplies, awards		\$6,100.00
1	1	52	Travel/ Registration - all campuses		\$4,000.00
1	1	53	ESC20 commitment contract		\$15,000.00
1	1	54	Online Curriculum		\$40,000.00
1	1	63			\$0.00
3	1	13	Activities on Bullying Prevention		\$0.00
3	1	14	Character Education Program		\$0.00
3	1	19			\$4,000.00
3	1	20	Edgenuity- Purpose Prep (6th-12th)		\$10,000.00
Sub-Total					\$79,100.00
LCFF - Base					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	15	Light Meal for District Parent Meeting		\$500.00
3	1	17			\$3,000.00
Sub-Total					\$3,500.00
LCFF - Supplemental					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	27	Personnel Salaries		\$0.00
Sub-Total					\$0.00

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	Personnel		\$85,000.00
1	1	14	Salaries - Wildcat Academy		\$151,616.00
1	1	14	Substitutes		\$7,000.00
1	1	16	Paraprofessionals, SCE Interventionists, PreK Teachers, SCE Evaluation Extra-duty pay		\$350,000.00
1	1	16	Instructional Supplies - intervenionist		\$15,000.00
1	1	24	Instructional Supplies		\$10,000.00
1	1	24	Personnel (new summer school rate)		\$30,000.00
1	1	25	Salaries		\$30,000.00
1	1	64			\$21,000.00
3	1	6	Supplemental Pay		\$4,000.00
3	1	6	Travel		\$1,000.00
Sub-Total					\$704,616.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	Federal Programs Directors Conference/Training		\$6,000.00
1	1	17	IO - MV campus liaison		\$203,000.00
1	1	23	Sharon Wells		\$45,000.00
1	1	23	Pearlized Math		\$20,000.00
1	1	24	Enrichment Supplies		\$10,000.00
1	1	26	Travel & Planning time		\$25,000.00
1	1	58			\$7,000.00
1	1	59			\$0.00
Sub-Total					\$316,000.00
Title I Part A Allocation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Travel- Instructional Officers (TCEA,CAMT,CAST,ESC 20, TEKSCON,CEC)		\$37,000.00
1	1	5	Salaries		\$232,000.00
1	1	12	Sharon Wells		\$32,100.00
1	1	12	Sharon Wells - Travel		\$9,276.00

Title I Part A Allocation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Pearlized Math		\$18,200.00
1	1	15	Software - Title I Crates/Plan 4Learning/spanish translation (806 Technologies)		\$7,850.00
1	1	15	Needs assessment committee meetings		\$6,000.00
1	1	16	CSI Interventionist		\$55,000.00
1	1	16	Region 20 PD		\$3,600.00
1	1	16	Sustitutes		\$30,000.00
1	1	16	Title I Teachers		\$250,000.00
1	1	17	Travel		\$0.00
1	1	17	Professional Development		\$0.00
1	1	17	Salaries - tutoring/transportation		\$10,000.00
1	1	18	Mentor Program contract		\$16,000.00
1	1	21	Instructional Officers Salary		\$150,000.00
1	1	24	Teacher Planning - for last day of ss to provide documentation needed		\$1,000.00
1	1	24	Personnel (new summer school rate)		\$450,000.00
1	1	35	Title I (salaries)		\$165,000.00
1	1	50	travel - federal programs/campus admin/summit leadership		\$20,000.00
1	1	56	Travel/registration/Leadership Summit(include mileage) conference for campus admins and directors		\$23,000.00
1	1	56	Mileage included in all Travel/registration Federal Programs Director/Family Engagement/ to include new FP secretary - will need to receive training in all aspects of both state and federals programs. Liaisons(s)		\$10,000.00
3	1	9	Travel		\$5,000.00
3	1	10	* transportation *tutoring *College Readiness. *monitor attendance * school supplies. *College fees *TSI test fees (TEXSHIP funds)		\$9,000.00
3	1	12	Family engagement room - furniture/technology devices		\$75,000.00
3	1	21	Supplies for family engagement to include technology		\$25,000.00
Sub-Total					\$1,640,026.00
Title I Part A: Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	8	flyers/notes home		\$5,000.00
3	1	8	Newspaper		\$1,000.00

Title I Part A: Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	8	TransAct		\$4,572.00
3	1	9	books and supplies		\$4,000.00
3	1	9	para-professionals (Childcare & transportation)		\$3,000.00
3	1	9	personnel salaries		\$55,000.00
3	1	9	newspaper announcements for the school-parent compact, the parental involvement policies, and upcoming events for parent and family enagement.		\$2,500.00
3	1	11	assist parents with opportunities to learn hands-on activities that can help their children learn at home		\$3,000.00
3	1	11	book author		\$2,000.00
3	1	11	professional employee salaries		\$5,000.00
3	1	11	supplies		\$250.00
3	1	11	attraction		\$500.00
3	1	12	supplies		\$3,000.00
3	1	12	training		\$27,000.00
3	1	12	travel to campus visits		\$1,500.00
3	1	15	Travel for parents (meals, registration, hotel)	211-61-6299	\$1,500.00
3	1	15	Travel for CSCISD Federal Programs Service Coordinator (meals, registration, hotel)	211-61-6299	\$1,500.00
3	1	18	Ipads, cart(s), screen protectors, and IPAD covers		\$15,000.00
3	1	18	IPAD Pro, screen protector, and case	211-61	\$1,400.00
Sub-Total					\$136,722.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	substitutes		\$6,000.00
1	1	15	ACET Conference		\$6,000.00
1	1	16	Travel - CSE Interventionist & CSI interventionist		\$12,000.00
1	1	16	Substitute pay		\$19,000.00
1	1	56	ACET Conference -(include mileage) - family engagement/at-risk counselor and FP director and New hire (FP secretary		\$6,000.00
1	1	56	Supplies/resources		\$8,000.00
3	1	22			\$0.00

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$57,000.00
Bilingual Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	29	LAS testing materials		\$2,000.00
1	1	32	Title III		\$0.00
1	1	33	Bilingual Education Allotment		\$1,000.00
1	1	34	Bilingual Ed. Allotment		\$3,300.00
1	1	36	ESC 20 Training		\$0.00
1	1	43	\$4000 bilingual headsets; \$600-Summer bilingual program; \$800 per teacher-HS; \$350 per teacher-JH; \$200 per teacher-CSI; \$240 per teacher-CSE (bilingual certified teachers only)		\$9,300.00
Sub-Total					\$15,600.00
Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	30	Building Rental Fees		\$250.00
1	1	30	Supplies and Materials - all campuses		\$12,100.00
1	1	30	Refreshments/Snacks (showcase)		\$600.00
1	1	31	GT Training		\$0.00
Sub-Total					\$12,950.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Technology		\$42,000.00
1	1	9	Reading By Design resources	199	\$20,000.00
1	1	9	Travel, Training	1991	\$4,000.00
1	1	9	Miscellaneous Operating Costs	199	\$2,000.00
1	1	10	IXL and Learning A-Z	199	\$7,156.00
1	1	37	ESC training schedule for administrators		\$2,000.00
1	1	38	Paid Subscription for Licenses for See Saw		\$3,300.00
1	1	39	TEKS Implementation Guides		\$1,500.00
1	1	40	Region 20 ESC schedule of training dates		\$20,000.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	41	Phonics Curriculum-Saxon Phonics		\$25,000.00
1	1	42	Eduphoria Renewal \$400 per campus (Lead4ward)		\$1,600.00
1	1	42	Lead4ward \$400 per campus		\$1,600.00
1	1	42	Anti-Virus		\$21,000.00
1	1	42	Microsoft		\$18,500.00
1	1	42	See Saw for Schools		\$3,300.00
1	1	42	Google suite for classrooms (district wide)		\$7,200.00
1	1	42	Website Renewal		\$8,000.00
1	1	42	Edgenuity Renewal 6-12 (Intermediate \$5000, JH \$20000, HS \$30000)		\$50,000.00
1	1	42	Content Filter		\$13,046.00
1	1	42	Funds for Learning E-Rate Manager		\$600.00
1	1	42	Testhound Renewals		\$6,000.00
1	1	42	SchoolMessenger		\$5,239.00
1	1	46	\$5500 per campus		\$22,000.00
1	1	48	CPI Trainers manual, recipients' manuals	199	\$2,675.00
1	1	57	Success ED program	199	\$11,360.00
1	1	62	Special Olympics attire, meals	199	\$6,000.00
2	1	4	Nutrilink		\$2,000.00
2	1	5	Office management equipment and supplies for SPED Dept & campuses	199	\$6,000.00
2	1	6	OT & PT evaluations and re-evaluations	199	\$75,000.00
2	1	6	LSSP evaluations & re-evaluation	199	\$48,000.00
2	1	7		199	\$50,000.00
2	1	8	MOU agreement, travel	199	\$70,000.00
2	1	9	Ads, fliers	199	\$800.00
2	1	10	Medicaid eligibility	199	\$5,000.00
3	1	9	food	199-61	\$1,500.00
3	1	11	Food	199-61	\$500.00
3	1	12	snacks		\$200.00
Sub-Total					\$564,076.00

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Travel- Instructional Officers (TTESS Appraiser Certification Training)		\$4,000.00
1	1	56	Professional Development- Title I training for Campus Admin, Finance/Federal, Curr and Sped Director Directors		\$11,923.00
Sub-Total					\$15,923.00
Title V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	60	Title V - for all campuses (supplies/resources/programs)		\$0.00
3	1	9	Supplies/resources for family engagement events		\$2,000.00
3	1	23	SEL Programs		\$12,000.00
Sub-Total					\$14,000.00
School Safety and Security Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	17	Door-locking system, bullet proof glass, security sytems that monitor and record school entrances, exits and hallways		\$200,000.00
Sub-Total					\$200,000.00
TECHY Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	10	*travel/conferences		\$12,000.00
Sub-Total					\$12,000.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Renaissance Suite		\$167,000.00
1	1	44	TCLAS Grant - Technology Devices		\$15,000.00
1	1	44	TCLAS Grant - Analytics Dashboard		\$21,000.00
Sub-Total					\$203,000.00
ARP Homeless Grant II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17	ARP Homeless grant - clothing, supplies and hygiene items, food		\$42,000.00
3	1	10	Clothing, School Supplies, Hygiene Items		\$21,378.00
Sub-Total					\$63,378.00

TEHCY					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	McKinney Vento Conferences/workshops		\$5,000.00
1	1	17	TEHCY - supplies/travel required conferences		\$9,000.00
Sub-Total					\$14,000.00
ARP Homeless Grant I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	10	Supplies as per allowable(s) for ARP Homeless Grant I		\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Coordinated Health Program	Sandra Uriegas	10/30/2023	Sandra Uriegas	11/29/2023
Student Welfare: Discipline/Conflict/Violence Management	Sandra Uriegas	8/15/2023	Sandra Uriegas	11/29/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Jayson Salazar		Sandra Uriegas	11/29/2023

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student's educational opportunities; or

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor spreading, ostracism, or any related actions.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	shall immediately, or by the end of the school day, notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying but no more than 20 days. If there are extenuating circumstances, the principal or designee may request an extension in order to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

<i>Discipline</i>	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
<i>Improper Conduct</i>	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u> For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: ESC Region 20 MEP SSA
Region: 20

Priority for Service (PFS) Action Plan

Completed By: ESC-20 MEP Team, SSA
Member Representatives

Date: 08/23/2023

School Year: 2023 - 2024

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).

Goal(s):	Objective(s):
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annually by September 30	Migrant Coordinator Education Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annually by September 30	Education Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	Monthly	Education Specialists Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	Annually PAC Meetings	Education Specialists Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
<ul style="list-style-type: none"> ▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home (case-by-case basis) and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Education Specialists Adjunct Migrant Counselor District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Counselor Logs Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
<ul style="list-style-type: none"> ▪ 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms

<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters District Designee	Adjunct Migrant Counselor Logs Recruiter Logs TX-NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	Migrant Coordinator Education Specialists	PFS Student Review Forms
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

2023-2024 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs/ECOE for the new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migratory Children:</i> Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOE as needed. <i>Currently Eligible Migratory Children:</i> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOE as needed. Note: Share copies of COEs/ECOE with appropriate entities as listed in ID&R Manual.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs/ECOE.</u> Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs/ECOE.</u> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	Staff: Designated SEA Reviewers Systems Specialists	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. and For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP administrators and recruiters, Data Dashboard through Arroyo Research Services as contracted by TEA	Update on ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families	Staff: MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. <u>Eligibility review.</u> Forward COEs/ECOEes with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEes that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: MEP Consultant/Education Specialists	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEes in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
<p>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</p> <p>A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.</p>	<p>Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.</p>	<p>TIMELINE</p> <p>By July 30</p>
<p>B. <u>Other -- MEP Family Surveys</u> LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20 MEP administrative assistant Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes</p>	<p>Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters</p>	<p>September 1 -- 1st deadline, then ongoing</p>

Texas Academic Performance Report

Carrizo Springs CISD

Section 5

Report on Violent or Criminal
Incidents on Campuses



Carrizo Springs CISD

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	064903001	064903041	064903103	064903102
		CARRIZO SPRINGS H S	CARRIZO SPRINGS J H	CARRIZO SPRINGS INT	CARRIZO SPRINGS 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
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
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
16	Arson – TEC §37.007(a)(2)(B)	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
18	Indecency With A Child – TEC §37.007(a)(2)(D)	0	0	0	0
19	Aggravated Kidnapping – TEC §37.007(a)(2)€	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
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
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
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)	0	0	0	0
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)	0	0	0	0
37	Felony Alcohol Violation – TEC §37.007(a)(3)	0	0	0	0
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)	0	0	0	0
47	Manslaughter – TEC §37.007(a)(2)(G)	0	0	0	0
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)	0	0	0	0
49	Engages in Deadly Conduct - TEC §37.007(b)(3)	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
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)	0	0	0	0
Total Incidents		0	0	0	0
Student Enrollment (Fall 2022 PEIMS Snapshot)		588	265	452	593
Incident Rate		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.

Texas Academic Performance Report

Carrizo Springs CISD

Section 6

Student Performance in
Postsecondary Institutions



Report of 2019-2020 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2021

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

Student performance is measured by the Grade Point Average (GPA) earned by 2019-2020 high school graduates who attended public four-year and two-year higher education in FY 2021. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2020, spring 2021, and summer 2021 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2021, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2021 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

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

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

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

Texas High School Graduates from 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					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
DIMMIT								
CARRIZO SPRINGS CISD								
	064903001 CARRIZO SPRINGS H S							
	Four-Year Public University	26	5	4	5	6	6	0
	Two-Year Public Colleges	43	15	5	5	10	7	1
	Independent Colleges & Universities	0						
	Not Trackable	0						
	Not Found	77						
	Total High School Graduates	146						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

TAPR 22-23

Texas Academic Performance Report

Carrizo Springs CISD

Section 7

HB3 Goals



HB 3 and Me **Carrizo Springs CISD** **Early Childhood /CCMR Goals**

EDUCATION SERVICE CENTER, REGION 20

Serving the Educational Community

- Presented to CSCISD School Board: 02/15/2022
- Approved by CSCISD School Board:

Why This Matters

- In keeping alignment with the state's 60x30TX goal, the School Finance Commission recommended establishing a preK through 12th grade goal of at least 60 percent proficiency at TEA's "Meets" standard at two key "checkpoints" along the state's public preK through 12th grade educational continuum:
 - Sixty percent of all students meeting the state's "Meets" standard at third-grade reading.
 - Sixty percent of all high school seniors graduating without the need for remediation and achieving (1) an industry-accepted certificate aligned with a living wage job; or (2) enrolling in post-secondary education' or (3) enrolling in the military.

HB3 Board Goals Requirements

School boards are required to adopt plans in early childhood literacy and math, as well as college, career, and military readiness. All plans are required to include:

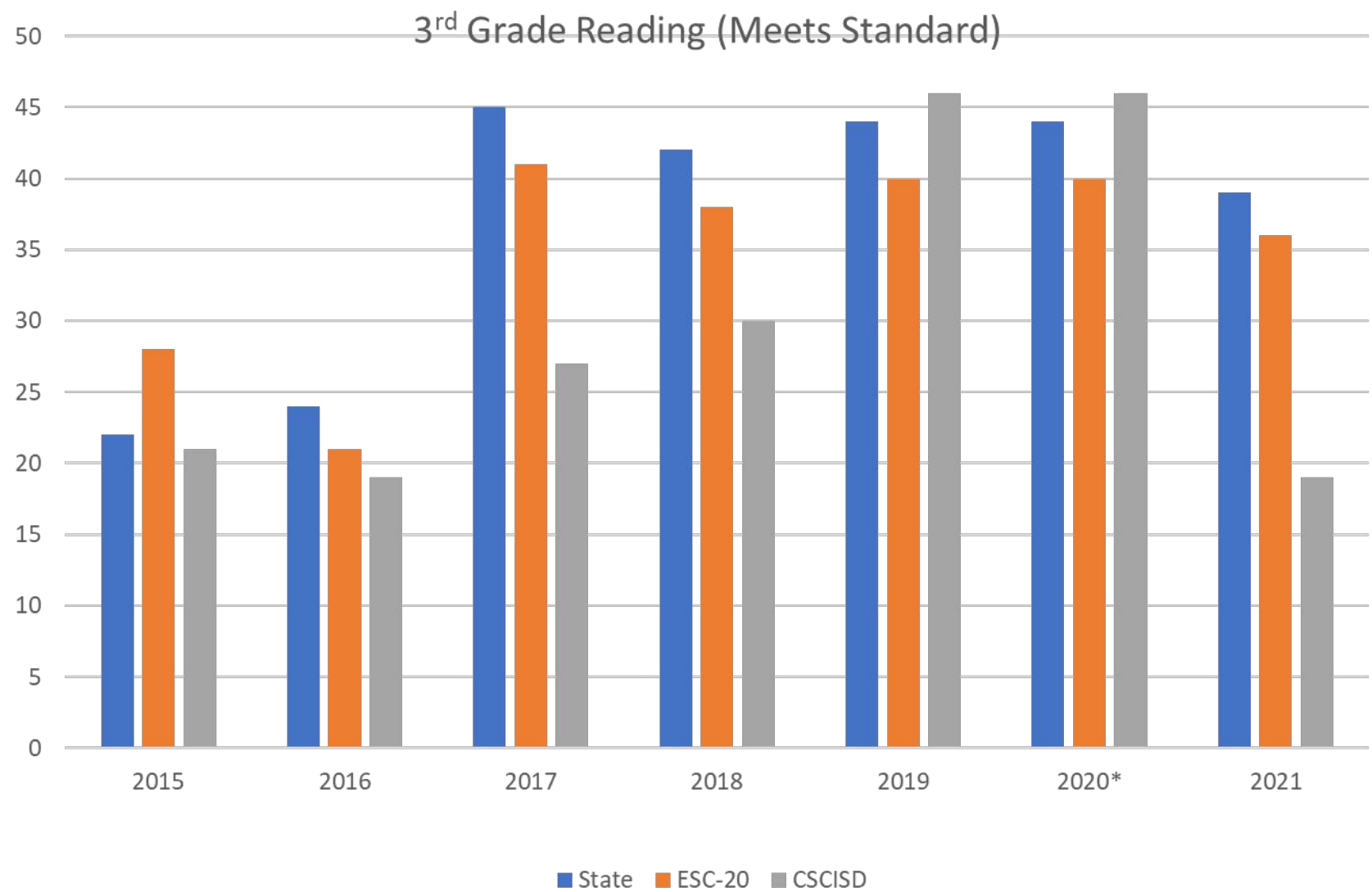
- *at least one assigned district-level administrator to submit an annual report to the board on the district's progress;*
- *an annual review by the board at a public meeting;*
- *an annual report posted on district and campus websites; and*
- *specific, quantifiable, annual goals for five years at each campus.*

Early childhood plans are required to include:

- *annual goals for aggregate student growth on 3rd grade math and reading STAAR;*
- *annual targets for students in each group evaluated under closing the gaps domain;*
- *targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan's goals and that considers the unique needs of students in bilingual education or special language programs.*
- *annual targets that may be set for students in bilingual or ESL programs.*

College, career, and military readiness plans are required to include:

- *annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain; and*
- *annual targets for students in each group evaluated under closing the gaps domain.*





Grade 3 Reading (Meets Grade Level)

	2015	2016	2017	2018	18-2019	19-20*	2020-21
State (All Students)	22	24	45	42	45	45	39
ESC-20 (All Students)	28	21	41	38	42	42	36
CSCISD (All Students)	21	19	27	30	46	46	19



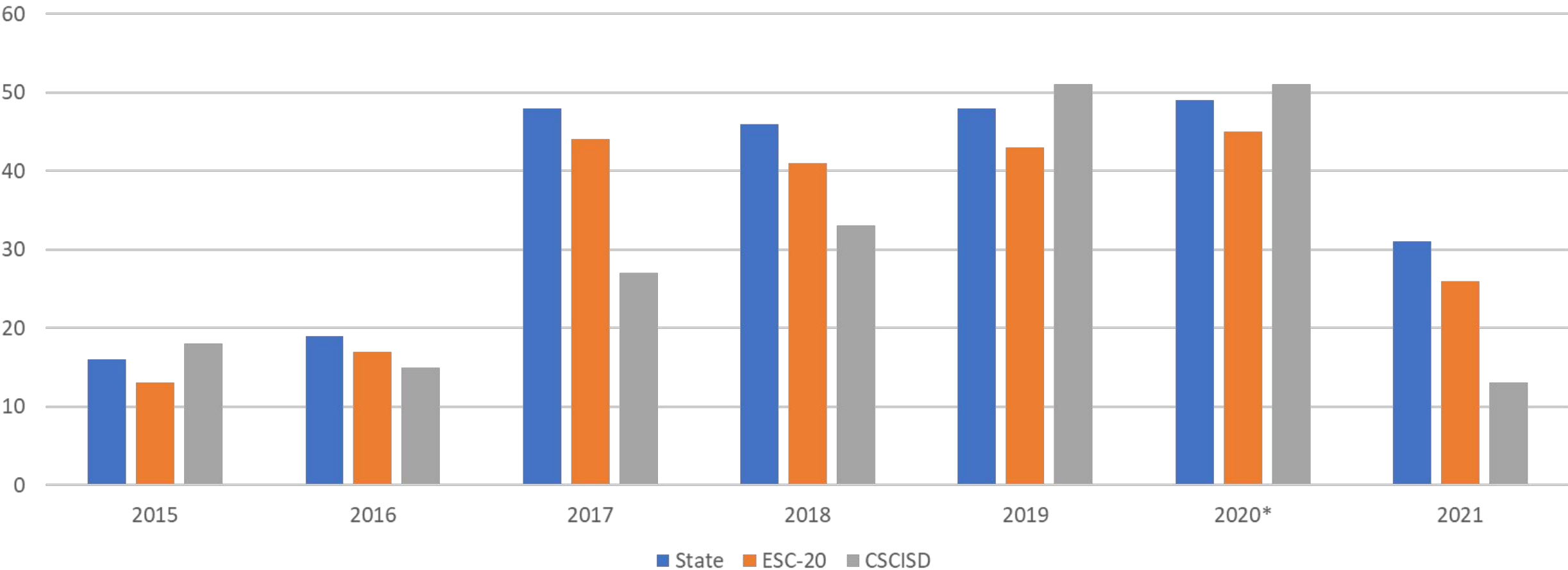
Grade 3 Reading (Meets Grade Level)

	2020	2021	2022	2023	2024
State (All Students) <i>*2030 Goal is 60%</i>	50	39	54	56	58
ESC-20 (All Students) <i>*2030 Goal is 60%</i>	45	36	49	51	53
CSCISD <i>*2030 Goal is 60%</i>	46	20	30	35	40

Yearly Target Goals													
2020	2021			2022			2023			2024			
46%	50%			54%			58%			62%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	44%	*	-	-	-	*	22%	37%	*	29%	48%	32%
2021	*	48%	*	-	-	-	*	26%	41%	*	33%	52%	36%
2022	*	52%	*	-	-	-	*	30%	45%	*	37%	56%	40%
2023	*	56%	*	-	-	-	*	34%	49%	*	41%	60%	44%
2024	*	60%	*	-	-	-	*	38%	53%	*	45%	64%	48%

		Yearly Target Goals				
Grade	Instrument	2020	2021	2022	2023	2024
PK	CIRCLE	57%	60%	63%	66%	69%
K	TX-KEA	62%	65%	68%	71%	74%
1st	TPRI	44%	47%	50%	53%	56%
2nd	TPRI	44%	47%	50%	53%	56%

3rd Grade Math (Meets Standard)



Grade 3 Math (Meets Grade Level)

	2015	2016	2017	2018	18-2019	19-20*	20-21
State (All Students)	16	19	48	46	48	49	31
ESC-20 (All Students)	13	17	44	41	43	45	26
CSCISD	18	15	27	33	51	51	13



Grade 3 Math (Meets Grade Level)

	2020	2021	2022	2023	2024
State (All Students) *2030 Goal is 60%	50	31	54	56	58
ESC-20 (All Students) *2030 Goal is 60%	45	26	49	51	53
CSCISD *2030 Goal is 60%	51	20	30	35	40

Yearly Target Goals													
2020		2021			2022			2023			2024		
51%		55%			59%			63%			67%		
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	50%	*	-	-	-	*	11%	45%	*	43%	54%	41%
2021	*	54%	*	-	-	-	*	15%	49%	*	47%	58%	45%
2022	*	58%	*	-	-	-	*	19%	53%	*	51%	62%	49%
2023	*	62%	*	-	-	-	*	23%	57%	*	55%	66%	53%
2024	*	66%	*	-	-	-	*	26%	61%	*	59%	71%	57%

		Yearly Target Goals				
Grade	Instrument	2020	2021	2022	2023	2024
PK	CLI	35%	38%	41%	44%	47%
K	Pearlized Math BM	57%	60%	63%	66%	69%
1st	Pearlized Math BM	53%	56%	50%	53%	56%
2nd	Sharon Wells Math BM	53%	56%	50%	53%	56%



**College
Ready**



**Career
Ready**



**Military
Ready**



CCMR in Accountability

Meets Texas Success Initiative (TSI) Criteria
or
Earns dual course credits
or
Meets criteria on AP/IB exams
or
Earns an associate degree
or
Qualifies for OnRamps course credits

Earns an Industry-based certification (IBC)
or
Graduates with completed IEP
and workforce readiness
or
Graduates with an advanced degree plan
and received special education services
or
Earns a level I or level II certificate

Enlists in the U.S. Armed Forces
(Not Applicable—Temporarily Suspended)

CCMR in Outcomes Bonuses

Meets TSI Criteria
(college prep courses not applicable)

AND

Enrolls at a postsecondary educational institution
immediately following high school

or

Earns an associate degree

Meets TSI Criteria
(college prep courses not applicable)

AND

Earns an IBC

or

Earns a level I or level II certificate

Enlists in the U.S. Armed Forces
(Not Applicable—Temporarily Suspended)

As part of House Bill 3, the agency shall annually award districts CCMR Outcomes Bonus (CCMR OB) funding, which is based on the number of annual graduates who demonstrate CCMR in excess of a threshold for three cohorts:

- 11% of annual graduates who are **educationally disadvantaged**
- 24% of annual graduates who are **not educationally disadvantaged**
- 0% of annual graduates who are enrolled in a special education program regardless of whether the **annual graduates are educationally disadvantaged**

CCMR Bonus Outcomes
****More data to be released in the spring***

	2018	2019	2020
State (All Students)	TBD	TBD	
ESC-20 (All Students)	TBD	TBD	
CSCISD (All Students)	37/142 (26%) (1 Sp Ed Student met threshold)	56/161 (35%) (1 Sp Ed Student met threshold)	46/146 (32%) (0 Sp Ed Students met threshold)

CCMR Bonus Outcomes

2020 2021 2022 2023 2024

State (All Students)

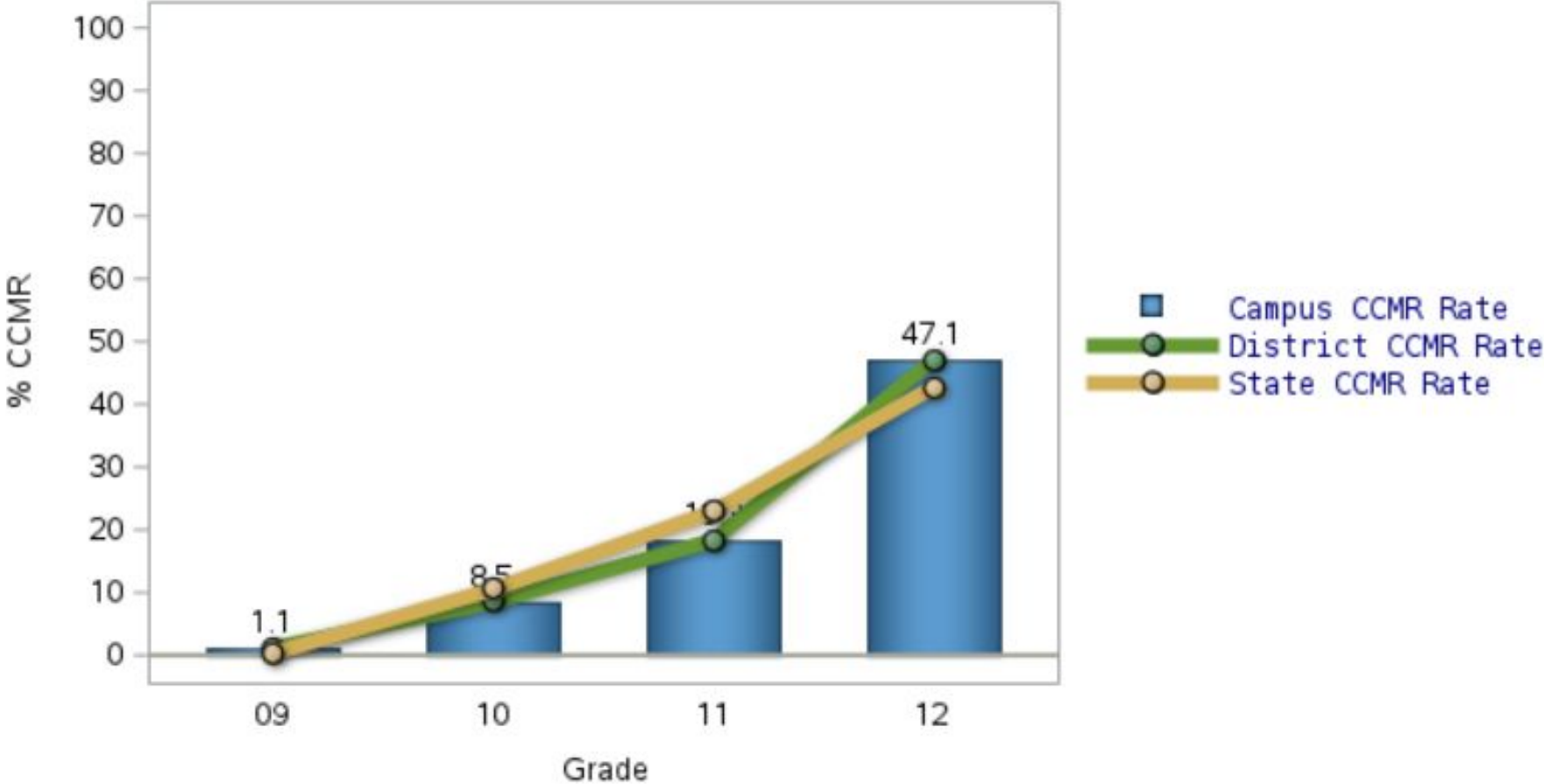
ESC-20 (All Students)

*On the previous slide, you documented your 5 year historical data. Here, you’ll document your 5 year targets.

At this time there is no state and regional comparison

TEXAS EDUCATION AGENCY
Final 2021 College, Career, and Military Readiness Tracker
Grades 9 - 12 as of Fall 2020 Enrollment
June 30, 2021
CARRIZO SPRINGS CISD

CARRIZO SPRINGS H S



CCMR 2020-2024 Yearly Goals and Closing the Gaps Targets



Yearly Target Goals											
2020				2021				2022			
48/376		13%		111/376		30%		130/376		35%	
2023				2024							
145/376		39%		160/376		42%					

Closing the Gaps Student Groups Yearly Targets																										
	African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Special Ed		Eco. Disadv.		Special Ed (Former)		EL		Cont. Enrolled		Non-Cont. Enrolled	
2020	*	*	44/35	12%	2/19	11%	*	*	1/1	100%	*	*	0/1	0%	0/64	0%	40/37	12%			1/35	3%				
2021	*	*	56/35	16%	4/19	21%	*	*	1/1	100%	*	*	1/1	100%	2/64	3%	44/37	13%			3/35	9%				
2022	*	*	64/35	18%	6/19	32%	*	*	1/1	100%	*	*	1/1	100%	4/64	6%	48/37	14%			6/35	17%				
2023	*	*	68/35	22%	8/19	42%	*	*	1/1	100%	*	*	1/1	100%	6/64	9%	52/37	15%			9/35	26%				
2024	*	*	72/35	30%	10/19	53%	*	*	1/1	100%	*	*	1/1	100%	8/64	13%	56/37	17%			12/35	34%				



CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 31% to 50% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
39/127 31%	50/143 35% 46/146 32%	63/157 40 %	83/185 45%	81/161 50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	NA	118/127 29%	8/127 50%	NA	NA	NA	NA	6/127 0%	88/127 23%	NA	NA	NA	NA
2021	NA	33% 33/137 24%	50% 4/8 50%	NA	NA 1/1 100%	NA	NA	1% 0/9 0%	25% 19/104 18%	NA	NA	NA	NA
2022	NA	40%	50%	NA	NA	NA	NA	1%	30%	NA	NA	NA	NA
2023	NA	45%	50%	NA	NA	NA	NA	2%	35%	NA	NA	NA	NA

- The HB3 Board Goals/Plan shall be approved by the Board no later than January 31, 2022. However due to the COVID19 Pandemic, adjustments were made to timeline to allow for assessments to be completed.
- School boards must review the progress of each plan at least annually at a public meeting.
- It is recommended that interim update reports contain (1) the goal being monitored, (2) data showing the previous three reporting periods, the current reporting period, and the annual and deadline targets, (3) the superintendent's evaluation of performance, and (4) supporting documentation that evidences the evaluation and describes any needed next steps.

Thank You.

Texas Academic Performance Report

Carrizo Springs CISD

Section 8

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.

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,

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(TAPR) Glossary

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.

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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:

total number of days that students in grades 1–12 were present during the 2021–22 school year

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:

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

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

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- 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:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2021–22 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2021–22 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2021–22 school year}}$$

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.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

- (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:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

- (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:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2022 cohort*}}$$

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- (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:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2022 cohort}^*}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2022 cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2022 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2022} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year} \end{aligned}}{\text{number of students in the 2022 cohort}^*}$$

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:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2021 cohort}^*}$$

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2021 cohort}^*}$$

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- (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:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

- (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:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022} \end{array}}{\text{number of students in the 2021 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year} \end{array}}{\text{number of students in the 2021 cohort*}}$$

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:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2020 cohort*}}$$

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- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2020 cohort*}}$$

- (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:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2020 cohort*}}$$

- (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:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2020 cohort*}}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022} \end{array}}{\text{number of students in the 2020 cohort*}}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year} \end{array}}{\text{number of students in the 2020 cohort*}}$$

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

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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:

number of students from the cohort who received a high school diploma by August 31, 2022

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:

number of students from the cohort who received a high school diploma by August 31, 2022

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:

number of students from the cohort who received a high school diploma by August 31, 2022

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.

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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.

number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP

**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.

number of graduates in the Class of 2022 who complete a 4-year FHSP-E

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.

number of graduates in the Class of 2022 who complete a 4-year FHSP-DLA

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.

**number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA**

number of graduates in the Class of 2022 with reported graduation plans

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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.

number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP

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.

number of graduates in SY 2021–22 who earn an FHSP-E

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.

number of graduates in SY 2021–22 who earn an FHSP-DLA

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.

number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

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:

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- 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)

number of graduates in the 2021–22 school year eligible for free or reduced-price lunch or other public assistance

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)

number of graduates in the 2021–22 school year considered as at risk

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

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- 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 sunseting 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)*

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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:

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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 \geq 351 on Reading					
	TSIA2	Score \geq 945 on the ELAR College Readiness Classification (CRC)		AND		Score \geq 5 on the essay	
		OR					
		Score $<$ 945 on the ELAR CRC		AND	Score \geq 5 on the diagnostic	AND	Score \geq 5 on the essay
	Combination	Score \geq 945 on the ELAR CRC on the TSIA2		AND		Score \geq 5 on the TSIA1 essay	
		OR					
		Score $<$ 945 on the ELAR CRC on the TSIA2		AND	Score \geq 5 on the diagnostic on the TSIA2	AND	Score \geq 5 on the TSIA1 essay
	Mathematics	TSIA1	Score \geq 350 on Mathematics				
TSIA2		Score \geq 950 on the Mathematics CRC					
		OR					
		Score $<$ 950 on the Mathematics CRC		AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

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English Language Arts.

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

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, SAT, ACT, or by successfully completing and earning credit for a college prep course 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, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2021-22 annual graduates

Any Subject.

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

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*)

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

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*)

number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

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*)

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

Number of 2021-22 annual graduates

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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*)

$$\frac{\text{number of 2021-22 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2021-22 annual graduates}}$$

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CCMR-related Indicators (2022–23)

TSIA Results (Graduates \geq 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.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2021-22 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

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.

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2021-21 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

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*)

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All Subjects.

number of students in grades 11 & 12 in the 2021-22 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts.

number of students in grades 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in
ELA

total students enrolled in grades 11 & 12

Mathematics.

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in
mathematics

total students enrolled in grades 11 & 12

Science.

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in
science

total students enrolled in grades 11 & 12

Social Studies.

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

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.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

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English Language Arts.

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

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics.

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

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science.

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

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

(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.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

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

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

number of 2021-22 graduates who took either the SAT or the ACT

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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:

number of 2021–22 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

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.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021–22 graduates who took the SAT

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.

sum of SAT evidence-based reading and writing scores of all 2021–22 graduates who took the
SAT

number of 2021–22 graduates who took the SAT

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

sum of SAT mathematics scores of all 2021–22 graduates who took the SAT

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.

sum of ACT composite scores of all 2021–22 graduates who took the ACT

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.

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sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

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

sum of ACT mathematics scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

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

sum of ACT science scores of all 2021-22 graduates who took the ACT

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.

number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2021-22

English Language Arts.

number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2021-22

Mathematics.

number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22

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Science.

number of students in grades 9–12 in 2021-22 who received credit for at least
one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2021-22

Social Studies.

number of students in grades 9–12 in 2021-22 who received credit for at least
one social studies advanced/dual-credit course

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

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

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.

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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.

number of students eligible for free or reduced-price lunch or other public assistance

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

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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:

number of students with one or more disciplinary placements

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*)

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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 \(d-1\)](#).

number of students in the 2022–23 school year considered as at risk

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)

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- 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).

number of mobile students in 2021–22

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.

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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:

$$\frac{\text{number of students enrolled in fall 2021} - \text{number of students who returned in fall 2022}}{\text{number of students enrolled in fall 2021}}$$

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).

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

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)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2021–22 school year}}$$

(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).

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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

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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.

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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.

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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:

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

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

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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*)

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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)

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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 & BUSINESS 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

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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, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN 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 SPORTS EXERCISES & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISES & HEALTH 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 & DESIGN II

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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

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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

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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

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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

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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

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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

002Art Therapist
 005Psychological Associate
 006.....Audiologist
 007.....Corrective Therapist

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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

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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.